Tourism

2013 Chief Assessor's Report

Government
of South Australia

SACE
Board of SA

TOURISM

2013 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessors' reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

Effective task design supported student achievement across the grade bands. Tasks that identified the tourism knowledge, concepts, and models that were to underpin student work were examples of best practice as they made clear to students what they needed to know and understand in order to be successful. Tasks required students to demonstrate tourism knowledge such as the role of government, types of tourism, the relationship between travellers, the host community, and the tourism industry, the distinctive nature of tourism destinations, career pathways, and the importance of collaboration for the industry. Tasks that directed students to apply a specific concept or model to their work were also examples of best practice, whereas those that required students to use a wide range of concepts and models within the one task, or that did not specify a concept or model at all, tended to limit students' ability to perform at the highest level. When a wider range of knowledge, concepts, and models are covered, students are generally unable to exhibit the depth required for the A-band performance standards. Students who used one concept or model as the foundation for their research were better able to demonstrate an 'in-depth knowledge and comprehensive understanding of tourism concepts and models' and an 'in-depth understanding of simple and complex tourism knowledge'. Those students whose knowledge and understanding were identified as basic, with 'some recognition and understanding of concepts and possibly models', tended to name the concept or model without making a connection to the rest of their work. This illustrated the importance of developing a strong understanding of the 'big ideas' that underpin the Stage 2 Tourism course before undertaking assessment tasks.

As in past years, teachers included the multiplier effect, pillars of sustainability, the Butler Sequence, Plog's psychographic typology, and models of industry structures such as industry sectors, when designing assessment tasks. Concepts such as sustainability, types of tourism, and types of tourists were common in work submitted for moderation. The interconnection or interdependence of sectors or aspects of the tourism industry could have been better used in task focus. This is a concept that runs through all themes in Stage 2 Tourism and provides a range of opportunities for assessment.

The analysis and evaluation assessment design criterion focuses on students' ability to interpret and critically analyse different perspectives, evaluate sources of information, analyse and evaluate concepts and models, as well as develop informed opinions, conclusions, and recommendations. Moderators observed that, although students were able to identify different perspectives and develop conclusions and recommendations, the evaluation of sources (AE2) and the analysis and evaluation of concepts and models (AE3) were specific features that needed to be addressed more consistently. When these were done well, students used annotations to present their evaluation of models, presented their evaluation of sources in tabulated form with explanations, or incorporated evaluative observations in their text. It was one area of student performance in which scaffolding and modelling were vital for weaker students.

Effective task design highlighted the importance of selecting appropriate assessment design criteria and specific features. Although specific features from both the investigation and application and the communication assessment design criteria can be used, the folio focuses primarily on knowledge and understanding, and analysis and evaluation. Moderators observed that, when teachers had chosen to assess knowledge and understanding in a specific task, and added specific features of communication or investigation and application (while excluding analysis and evaluation), students did not have the opportunity to demonstrate the higher order skills that are fundamental to a folio task. The 2013 subject outline describes a folio task as involving ‘the interpretation and critical analysis of secondary sources of information’. To leave all analysis and evaluation specific features out of any one folio task or to incorporate a significant number of investigation and application or communication performance standards across the assessment type tends to diminish students’ ability to demonstrate a set of work that has ‘comprehensive interpretation and critical analysis’, ‘insightful evaluation’, ‘perceptive analysis and evaluation’, or ‘perceptive and well-supported development of informed opinions, conclusions, and recommendations’ across their folio tasks. The incorporation of a large number of specific features in a folio task can make it difficult for students to produce work of A-band quality, as they need to cover too wide a range of knowledge, skills, and understanding within the constraints of the task.

Teachers should note that the word limit constraints of the folio tasks have been clarified in 2014. For non-supervised tasks, students may write a maximum of 1000 words, speak for a maximum of 6 minutes, or the equivalent in multimodal work. If they are being used again in 2014, many tasks submitted at moderation in 2013 will need revising to meet these limits. Tasks that are focused will help students to work within this requirement. These revisions are contained in the 2014 Tourism subject outline and described in the Summary of Subject Outline Changes for 2014, both of which are available on the Tourism minisite.

As in past years, reports, essays, and oral presentations were common choices for folio tasks. Supervised structured tasks also featured in many sets of work. Moderators noted several features of these tasks that affected student achievement. First, supervised structured tasks must include questions that target the higher order skills of analysis and evaluation in order to meet the definition of a folio task. Good examples of appropriate higher order questions to use as models when writing these tasks would be Questions 3(c), 5(b), 8, and 10 in the 2012 Tourism examination, and Questions 1(c), 2(d), and 8 in the 2013 Tourism examination. Secondly, it is critical that the sources given to students reflect the time constraints specified. Good task design matches aspects such as the length of the sources to the reading time provided by the teacher. Some tasks submitted at moderation required a disproportionate amount of reading in a relatively brief reading time. The external examination is a useful guide when judging the balance of source material to reading time and writing time for a supervised structured task. It is now necessary to specify a time limit for a supervised task. It is also important to include all parts of a supervised task for moderation. Although most packages included a copy of the questions, several did not supply a copy of the sources. As both the questions and the source material inform the students' work and teachers' decisions, it is important for moderators to view the complete task.

Finally, the moderators encouraged teachers to use a range of assessment formats within the folio to give students opportunities to perform at all levels of the performance standards and thus demonstrate evidence of their learning in different forms. The use of reports, essays, graphical presentations, and supervised tasks are just a subset. Tasks that direct students to compare, contrast, make recommendations, and develop conclusions are typical of this assessment type. Assessment task outlines must be updated to use the current subject outline. It is not appropriate for assessment tasks to specify out-of-date performance standards and assessment types (labelled, for example, 'Course Work' or 'Communication Tasks').

Assessment Type 2: Practical Activity

Practical activities are primarily assessed using the knowledge and understanding, investigation and application, and communication assessment design criteria. When developing practical activities, teachers used a base of tourism knowledge, concepts, and models similar to that used in folio tasks. It is the specific features of the investigation and application assessment design criterion that distinguish practical activities from other assessment types. Minimising the role of this criterion in a practical activity limited students' ability to meet the specifications of the assessment type. A practical activity 'in most cases is undertaken beyond the classroom and involves primary sources of information', and may include activities such as class visits, observations, surveys, and interviews. Moderators observed that, although students may 'also apply their tourism knowledge and skills to event planning and management, a public display, acting as a tour guide, an interpretative display, or an industry publication', these forms of presentation must still draw on primary sources of information. Best-practice task designs directed students to collect primary data and to use the data when preparing work for submission, regardless of the format of the task.

Care needs to be taken when selecting assessment formats and specific features from the investigation and application assessment design criterion. For example, with tasks such as acting as a tour guide or planning an event, it may be difficult to demonstrate IA1, 'Investigation and critical analysis of connections between primary and secondary sources of information', or IA3, 'Investigation of tourism trends, developments, and/or contemporary issues'. Students' work must show evidence of achievement. Although hands-on activities have a strong appeal, more consideration needs to be given to ways in which students might demonstrate achievement against the specific features, particularly at the A level.

The application of tourism knowledge, concepts, and models in different contexts (IA4) was a challenging specific feature for some students. As with the folio tasks, task design is important as it must draw students' attention to the specific knowledge, concept, and/or model to be considered in the task. Good tasks posed questions that allowed students to apply a model when developing an answer. For example, it was appropriate to use Doxey's Irridex to assess the response of a host community to an event, using a site visit, surveys, or interviews for the research method.

Given the nature of the data collected, ‘Communication of informed ideas about tourism, using appropriate forms to suit the purpose and audience’ (C1) and ‘Incorporation of a variety of visual and graphical evidence’ (C3) were commonly used specific features in the assessment of effective practical activities. Excellent samples featured images and visuals that were clearly identified, labelled, and referenced. These were instrumental to students’ work rather than being merely pretty pictures.

In summary, well-designed practical activities were based on primary sources (observations, interviews, surveys, listening to speakers, etc.), gave students opportunities to connect with tourism knowledge, concepts, and models studied in the classroom, and ensured that the focus was on tourism. They also directed students away from using their classmates as the only source of primary data. Well-designed tasks generally provided some scaffolding for clarification and direction, while allowing scope to ensure that students’ work was original and individual. These tasks kept a very specific focus, allowing students to achieve at the A-band level within the constraints of the assessment type.

Assessment Type 3: Investigation

Investigations are assessed using all the assessment design criteria and thus some care must be taken when selecting performance standards. The selection must allow students to meet the specifications of the assessment type while being achievable within the set limits. Students must include ‘identifying, selecting, analysing, and evaluating primary and secondary sources of information about the trend, development, and/or issue’, and ‘making recommendations based on the findings’. Moderators observed that teachers should use this as a guide when selecting appropriate specific features. Most investigation task instructions were appropriate, but a small number had left off critical higher order specific features such as AE 1, ‘Interpretation and critical analysis of different perspectives on tourism trends, developments, and/or contemporary issues’, and IA1, ‘Investigation and critical analysis of connections between primary and secondary sources of information’. The omission of these specific features tended to result in investigations that were descriptive rather than analytical and evaluative.

Students drew on a base of tourism knowledge, concepts, and models similar to that used in both the folio tasks and the practical activities. Effective investigations had well-specified questions or hypotheses. For example, they looked at the association between a specific site such as the Convention Centre and the local tourism industry, the sustainability of a specific tourism business, or the impact of a type of tourism on a specific site. Investigations that attempted to investigate overly broad focuses such as the advertising of an entire region or the host community’s perception of all tourism in a region were difficult to achieve within the 1500-word maximum for this task. Students are encouraged to include their word count in their documentation.

Good task design also led to appropriate questions and hypotheses, and thus resulted in a clear and systematic approach by students. Conversely, investigations that merely used topic headings such as ‘Tourism in…’ were more likely to be descriptive and less likely to demonstrate knowledge, understanding, and skills of an A or B grade band. Teachers are encouraged to consult the guidelines for investigations on the SACE website; these provide an effective structure for students.

Moderators observed that, when practical activities had given students opportunities to develop their ability to ‘incorporate a variety of visual and graphical evidence’ (C3), these skills were similarly demonstrated in the investigations. Investigations should be contemporary in both the selected topic and the currency of information. When the only available information is old or out of date, consideration must be given to either changing topics or using primary sources of information to reflect on the validity and accuracy of the older information.

EXTERNAL ASSESSMENT

Assessment Type 4: Examination

The subject outline indicates that the examination has a significant focus on the *interpretation* and *analysis* of sources, as well as the *application* of learning from the four tourism themes that students have studied. Past examination papers make this focus explicit. The markers reflected that in 2013 most students found the examination slightly more accessible than was the case in 2012, and that Part B: Extended Responses provided the highest-achieving students with plenty of opportunities to excel.

Three factors in particular accounted for discrimination between high-quality and low-quality responses. First, the better papers showed strong evidence of effective examination technique, especially in time management. Those who tried to use more than the answer space allocated in Part A: Short Responses often failed to complete the examination by sacrificing the time available for Part B: Extended Responses. Teachers are encouraged to provide numerous opportunities throughout the year for their students to practise writing concisely in timed conditions. Students should also be instructed not to waste time writing the entire question out again when completing extended responses.

Another functional discriminator was the ability to interpret the intention of the questions. Markers often reported on students’ inability to address the requirements of some questions (see discussion of Questions 4(a) and 8 below).

A third factor that discriminated between students’ achievement levels was the ability to make clear reference to the specific sources provided; this is especially relevant to Part B: Extended Responses. In questions where students were directed to ‘refer to specific sources’, those who did so tended to score higher marks than those who made limited or inconsistent use of the sources.

Teachers should also consider that, although the assessment design criteria strategically form the foundation of the examination, the construction of different questions results in some themes (and even performance standards) receiving a greater emphasis than others. For example, the 2011 examination concentrated on the economic impacts of tourism, the 2012 examination focused on social/cultural impacts, and in 2013 students were frequently required to apply their general tourism knowledge to new contexts, developing recommendations or strategies to achieve sustainable tourism.

Assessment Design Criteria

This section of the report discusses the examination in relation to the four assessment design criteria listed in the subject outline.

Knowledge and Understanding

The setters paid particular attention this year to ensuring that the examination assessed students' knowledge and understanding of all four themes in balance. Consequently, those students who performed at a high level demonstrated an in-depth knowledge and understanding of a wide range of tourism concepts and models. Teachers should note the discussion of a diversity of models and concepts in the 2014 subject outline, and should teach accordingly. Note that a model is a visual or graphical representation of a concept or idea, showing the structure or the relationship of components in a real-world situation.

Analysis and Evaluation

A salient feature of the examination is the *interpretation* and *analysis* of tourism-related sources and issues. The higher scoring responses showed a comprehensive interpretation of graphs and tables, as well as a perceptive analysis of different individual and group perspectives on tourism issues. Several questions required students to provide well-supported conclusions and recommendations or strategies based on thorough analysis.

Investigation and Application

A further major emphasis of the examination was the *application* of tourism knowledge in a range of familiar and unfamiliar contexts (especially in relation to specific features IA2 and IA4). High achievers demonstrated their knowledge of the tourism themes by comprehensively applying this knowledge to new situations or contexts.

Communication

As in previous years, this assessment design criterion was a discriminating factor in Part B: Extended Responses; marks were allocated in Questions 7, 8, and 9 to effective communication and the appropriate use of tourism terminology. Although most students used a wide range of tourism terms accurately, a growing number of students did not achieve at higher levels because of poor spelling and incoherent writing. Additionally, Question 5(b) required students to create their own model or diagram to illustrate their knowledge and understanding of economic multipliers. Teachers should give their students practice throughout the year in thinking logically and creating their own graphical representations of tourism concepts.

Examination Questions

The standard of responses in the examination was similar to that in previous years. Students found Questions 4, 5, and 8 difficult, but the other questions were answered quite well.

Part A: Short Responses

Question 1(a)

Most students had little trouble stating two trends in travel patterns as shown in the graph. Students should note that a trend is a long-term pattern rather than a short-term aberration, and marks were awarded for listing trends such as: a steady increase in outbound travel by Australian residents; a less significant increase in the number of international visitor arrivals to Australia; or a consequent decrease in net arrivals (inbound minus outbound).

Question 1(b)

The strength of the Australian dollar and the effects of the Global Financial Crisis were the most popular factors described by students. Full marks were awarded only to students who described (in a little detail) how the factor either caused international visitors to be less able to afford a trip to Australia, or allowed Australian residents to be more able to travel overseas to less expensive destinations.

Question 1(c)

The main focus of this question was on the role of the *government* in encouraging domestic tourism. Some appropriate strategies included: the development of a marketing/advertising campaign to stimulate demand; subsidising Australian tourism businesses or reducing taxes on businesses, which could then pass savings on to Australian consumers; increasing departure taxes; or making money spent on Australian tourism businesses tax deductible. Students should note that it is not the government's role to reduce air fares or build theme parks — that is the domain of tourism businesses.

Question 2(a) and (b)

Technically, the article (rather than the photograph) is a better example of allocentric tourism, but those who provided relevant evidence in Question 2(b) for an answer of the photograph in Question 2(a) were rewarded with marks. Evidence in the article that matched the allocentric descriptions in the model included: 'adventure' = adventurous/active; 'culture' = new food, people and languages; 'personal growth' = new experiences; 'unique locations' = new experiences/underdeveloped destinations; and 'authentic experiences' = delights in authentic experiences.

Question 2(c)

For 3 marks, students were required to write in some detail about the role of a travel agent 'with reference to the sources'. A number of students wrote a brief and vague response, but the better responses referred to concepts such as destinations, accommodation, and activities, and distinguished between allocentric and psychocentric tourists, quoting from the sources in doing so.

Question 2(d)

Students generally showed a good understanding of limitations of the model (this relates to validity, bias, and accuracy), such as: the issue of currency (relevance of a model created in 1974); the way that the experiences of individuals vary; the notion that individuals can change over time; and the difficulty of categorising some activities (e.g. what may be adventurous for some may be relaxing for others).

Question 3(a)

Students were directed to restrict their responses to statistical evidence from the table (not the article), and relevant answers typically referred to: visitor numbers decreasing by 10.1% from 2011 to 2012; visitor expenditure decreasing by 9.1% from 2011 to 2012; or South Australian visitor numbers or expenditure decreasing whereas those of states such as Victoria, Queensland, and Western Australia increased.

Question 3(b)

This question asked students to discuss strategies *other than* the building of large-scale tourist resorts. It allowed students to apply their knowledge and understanding of the tourism industry by recommending more strategies. Unlike Question 1(c), which focused on the role of the government, this question directed students to discuss the role of the South Australian tourism industry in attracting foreign tourists to the state. Those who read the question carefully and accurately were able to explain strategies such as: reducing the price of transport/accommodation; developing a marketing/advertising campaign aimed at overseas markets (working with the government); building an attraction that required infrastructure investment (e.g. a theme park); or even holding an event/expo (overseas or in South Australia) to highlight what the state has to offer.

Question 4(a)(i)

This question in particular highlighted the importance of interpreting the intention of the set question. Many students fell short of receiving the full allocation of marks because, rather than limiting their discussion to the effect of tourism on Bali's *economy*, they discussed *environmental* and *social/cultural* impacts instead (or as well). The most relevant effects related to the creation of jobs or infrastructure, the way tourism demand exceeds infrastructure carrying capacity, or soaring land values.

Question 4(a)(ii)

A sound understanding of impact minimisation was evident in most students' responses; however, those who emphasised the environment or economy departed from the intention of the question. Relevant responses included actions such as: respecting local culture/customs; seeking permission to photograph local people; eating (and buying) local food rather than imported goods; speaking local languages; and being willing to learn about local cultures/customs.

Question 4(b)

Students were given an opportunity in this question to write a brief cost-benefit analysis of tourism's *environmental* impact on a destination of their choice. Many struggled with the requirements, because they either did not restrict their analysis to environmental factors, or did not discuss both costs (negatives) and benefits (positives), or were unable to finalise the evaluative aspect ('discuss the extent') by drawing a conclusion about sustainability.

Question 5(a)

Few students focused successfully on the essential element of *collaboration.* Answers tended to generalise about event organisers *or* the Adelaide City Council, but the better responses showed an understanding of how both bodies could work together to minimise social/cultural costs, by (for example): placing limits on crowd sizes or event operating hours; collaborating with local people regarding opinions and ideas; or putting in place government zoning laws to control spaces used by businesses involved with events. Teachers should note that collaboration of tourism sectors and/or stakeholders is explicitly and implicitly mentioned in the subject outline.

Question 5(b)

Many students displayed a sound understanding of the economic multiplier effect. The better answers clearly described (both visually and in writing) how money is spent and re-spent (thus it multiplies) throughout South Australia. Teachers are reminded to give their students practice throughout the year in creating their own graphical representations of tourism concepts, as only those whose diagrams showed clear, logical, and relevant links between factors or ideas were rewarded with full marks.

Question 6(a)(i)

Students found this question relatively straightforward, and were generally able to state appropriate conclusions from both the graph (e.g. the number of tourism-related jobs is increasing over time; although the tourism industry is growing, it is dominated by part-time employment; the tourism industry is volatile, as seen by the fluctuating figures) and the table (e.g. tourism jobs in the food and hospitality sector tend to be part-time).

Question 6(a)(ii)

The better responses articulated factors such as: the way that flexible hours of operation in food and hospitality/events create a higher number of part-time jobs; or the low proportion of part-time jobs for travel agencies or education and training stems from the professional (more highly trained) nature of the jobs, which attract traditional working hours. It was important that students discussed the proportion, not just the number, of jobs.

Question 6(b)(i)

This question followed the focus on collaboration in previous questions. Students were required to discuss aspects such as working with colleagues, other businesses, tourism sectors, or government bodies or associations, and dealing with tourists. The poorer quality responses showed ignorance of the importance of working together in the tourism industry, and instead offered a discussion on customer service as a personal attribute.

Question 6(b)(ii)

Responses to this question were generally much better than those for Question 6(b)(i). Most students were able to discuss instances of demonstrating cultural awareness, such as dealing with tourists, industry, organisations, or colleagues of different cultures.

Part B: Extended Responses

As has been the case since the introduction of the Tourism examination in 2011, this section of the paper was generally answered less well than Part A: Short Responses. Although less reading was required in this year’s sources, some students still did not finish the paper, for various reasons discussed earlier in this report. Teachers are encouraged to allocate ample time throughout the year for formative practice in completing extended responses in timed conditions.

Question 7

Most students answered this question well, and were able to explain a range of ‘economic consequences’ (costs and benefits) to tourism in the local community. The better responses followed the instruction given in the question, to refer only to information outlined in Sources 2, 3, and 4.

Source 2 implies a negative effect on ‘employment and economic opportunities’ for regional communities or Indigenous populations (according to the tourism industry). Source 3 implies a loss of economic revenue (‘the mighty tourist dollar’) for the tourism industry, which includes the local region. Conversely, Source 4 implies that, according to the government, jobs and revenue can be generated in activities other than climbing, such as ‘a cultural tour or dot painting workshop’, and that this will ‘boost Indigenous businesses’ and create jobs for local communities.

Teachers are encouraged to train their students to make specific reference to relevant sources in their responses, by using linking clauses and phrases, such as ‘according to Source 2…’ or ‘Source 3 suggests…’ or ‘Sources 2 and 3 agree that…’

Question 8

This question required students to ‘argue the case for banning the climb at Uluru’, yet some students either did not read the question carefully (thus they argued against banning the climb, or argued both for and against) or did not answer the question at all.

Nevertheless, high-quality responses presented a range of arguments, such as:

- s*afety* reasons (in Source 1 traditional owners argue that the climb is ‘dangerous’, citing deaths and injuries as evidence)
- *cultural* reasons (references in Source 1 to ‘respect’ and ‘traditional Law’, and in Source 2 to ‘the owners’ wishes’ and being culturally sensitive; Source 4 encourages tourists to consider the ‘sacred’ aspect of the place (therefore they ‘shouldn’t climb’), and to take part in other activities that will help them to gain ‘a better understanding of [their] culture’)
- *environmental* reasons (Source 5 focuses on erosion, waste management, and the negative effect on local wildlife)
- *statistical* reasons (Source 7 shows that the proportion of those who climb is decreasing (only 20% in 2012), implying the inevitability of closing the climb when numbers fall below 20%, according to Source 4
- the fact that *alternatives* to climbing are available (Sources 4 and 8 focus on the many alternative activities available, such as cultural tours, dot painting workshops, walks, and flyovers, making the actual climb unnecessary).

Question 9

The number of marks allocated to this question made it, with Questions 4 and 5, one of the most significant discriminators of student grades in the examination. Responses that scored 8 or more out of 12 effectively used the scaffolding provided, justifying strategies that sought to minimise negative economic, social, cultural, and environmental impacts, while maximising their positive impacts — after all, this is the essence of tourism sustainability. Those who referred to ‘specific sources’, as the question directed, also tended to score higher marks, as did those who used appropriate formal communication in conjunction with relevant and accurate tourism terminology.

The following examples summarise some of the useful recommendations included:

- Ensure *environmental* protection/conservation by: limiting the number of people accessing tracks and so on, keeping within carrying capacity; clearly marking trails and so on (Source 8) and creating fences or barriers near fragile zones, with associated fines/penalties; constructing educational signs (Sources 1 and 5); and employing Indigenous guides to educate tourists about natural wonders (Source 4).

- Ensure *economic* sustainability by: creating employment opportunities (Source 2) to benefit local Indigenous communities (Sources 2 and 4); creating jobs/businesses relating to alternative activities mentioned in Sources 4 and 8, such as ranger-guided walking tours, food and wine experiences, and so on; via a forum, consulting local Indigenous communities, the tourism industry, and government bodies about these ‘new visitor experiences’ (Source 4).

- Ensure the protection and promotion of Indigenous *culture* by: recommending a compulsory educational ‘seminar’ for all visitors to Uluru, to learn about Indigenous culture; promoting (thus providing a government subsidy to reduce the price) cultural walking tours (Sources 4 and 8), dot painting workshops, and so on; encouraging industry, government, and the local community to invest in and promote the Uluru Cultural Centre (Source 4) to help make it a central attraction for visitors to Uluru (taking attention away from the climb).

- Implement a government-sponsored marketing/advertising campaign that promotes Uluru without the climb — for example, there is so much to see and do (Sources 4 and 8).

OPERATIONAL ADVICE

Although most sets of work submitted for moderation were in good order, there are some points to consider. First, when adjustments have been made to tasks, an addendum to the learning and assessment plan must be included, to identify specific changes that have been made. Confusion is created when the assignment tasks submitted do not match the learning and assessment plan and no documentation is supplied to identify and explain the changes that have been made. It is also critical that, when work is missing from a sample, a Variations — Moderation Materials form is completed and submitted. This document must match the materials supplied for moderation. Finally, work submitted as part of the moderation sample must be packaged according to the subject operational information on the Tourism minisite. This includes a copy of the learning and assessment plan and copies of the assessment tasks, particularly if they are not attached to the student work. A master copy of assessment grades for all student work can help clarify if work has been submitted and how results for each assessment type have been established. It is also important that student work is clearly identified by SACE registration number.

GENERAL COMMENTS

In general, work submitted for moderation reflected a good understanding of most requirements of the subject outline. Teachers are encouraged to continue using the samples on the Tourism minisite to benchmark their own work, particularly in clarifying their determination of each grade band boundary, such as the distinction between C– and D+ or A– and B+.

There was an increase in assessment items based on information communications technology this year. Information about preparing non-written materials and submitting electronic files is available on the Tourism minisite. Teachers who are unsure of appropriate file formats should contact the SACE Officer — Curriculum, as some formats may not be accessible at moderation. When students use websites and tools such as Prezi to present their work, teachers are encouraged to investigate ways of saving and storing these to ensure local access at moderation. It is equally important to ensure that the files submitted in electronic form are free of corruption so that moderators may view student work.

Schools that combined classes to form one assessment group did so with varying consistency of assessment standards. The moderation panel noted that schools with assessments showing a common interpretation and application of performance standards appeared to have combined classes early in the year and had programs with some common assessments. It was often quite difficult to confirm teachers' marking standards when combined classes did not use similar tasks or showed no evidence of collaborative marking.

Teachers are encouraged to attend clarifying forums, where subject experts give advice and there is valuable discussion among teachers. Another way of developing expertise is for teachers to participate in examination and moderation assessment panels. Teachers can express interest via the online link on the SACE website.

Finally, moderators identified student referencing as one aspect of work that was in need of improvement. There was an increase in incomplete or non-existent referencing in student work. Students can access guidelines for referencing on the SACE website.

Tourism
Chief Assessor