

# **South Pacific Board For Educational Assessment**



## **SOUTH PACIFIC FORM SEVEN CERTIFICATE**

### **TOURISM & HOSPITALITY PRESCRIPTION**

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# SOUTH PACIFIC FORM SEVEN CERTIFICATE

## TOURISM AND HOSPITALITY

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# TOURISM AND HOSPITALITY

## Preamble

This prescription provides the specifications for 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.

## Aims

Students should be able to:

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

## 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.

# LEARNING OUTCOMES

## ***Section A: An introduction to the tourism and hospitality industry***

### **Outcome 1**

Students will be able to identify and describe the basic structure of the tourism and hospitality industry

Students will be expected to:

- 1.1 Define and explain the features of tourism and hospitality
- 1.2 Define, describe, apply and give examples of terms commonly used in the tourism industry including: tourist, traveler, guest, tourism product, inbound tourism, outbound tourism, domestic tourism, international tourism, host region, generating market, market segment, eco-tourism, free independent traveler (FIT), group tours, backpacker
- 1.3 Explain the One Industry concept, including examples
- 1.4 Identify and describe examples of the five major sectors of the tourism and hospitality industry in terms of purpose, types, standards, services provided, and cost
- 1.5 Identify and describe the characteristics of job opportunities in each of the five major sectors of the tourism and hospitality industry, and describe their importance and how they relate to each other

#### ***Explanatory Notes:***

***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 tourist's needs.

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

***Tourism terms:*** see Appendix 5

***Directive to examiner:*** For examination purposes the following limitations will apply: 1.2 at least ten terms to be examined; 1.5 a least three job opportunities in each of the five major sectors to be examined.

***One Industry concept:*** (Collier, Alan, 1991) 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.

***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.

## **Section B: The development of tourism and hospitality**

### **Outcome 2**

Students will be able to describe, analyse and evaluate the development of the tourism and hospitality industry at the regional, national and local level

Students will be expected to:

- 2.1 Describe the history and development of tourism in the region and the student's own country using examples
- 2.2 Locate and name the following on a map of the Pacific region:
  - 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)
- 2.3 Describe the importance and location of international airlines and cruise ships in the region and the student's own country. Major airlines may include but are not limited to: Air Pacific, Polynesian Airlines, Air Vanuatu, Aircalin, Air New Zealand, Qantas, Korean Air, Japan Airlines, Air Nauru, Air Fiji, Pacific Blue, Freedom Air. Cruise ship locations may include but are not limited to: Christmas Island, Fanning Island (Kiribati), Champagne Beach (Vanuatu), Vava'u (Tonga), Yasawa Islands (Fiji)
- 2.4 Describe, analyse and interpret the flow of tourists into the Pacific region, including the main market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit, using examples
- 2.5 Describe, analyse and interpret why people travel within the region, including the main market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit, and using examples
- 2.6 Locate and name on a map of the student's country the main cities and towns, airports and ports, scheduled transport services, main roads, and tourist attractions and activities
- 2.7 Describe the categories of tourists who travel to and within the student's country, and explain why they travel
- 2.8 Identify and describe tourist attractions and/or activities that operate in the region and within the student's own country

- 2.9 Explain the basic laws and regulations that affect tourism operators, employees, and tourists and describe their purpose and the effect on the tourism and hospitality industry. Laws and regulations may include but are not limited to: contract law, travel documentation, agriculture and quarantine requirements, Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), employment contracts, land and resource ownership.
- 2.10 Describe and evaluate the benefits and costs (positive and negative effects) of tourism in the region and the student's own country, including examples
- 2.11 Discuss the future of tourism in the student's own country and the region

***Explanatory notes:***

***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:***

***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'aulalava fields of Savaii, Falealupo rainforest and canopy, Palolo Deep Marine Reserve, Vailima house, Piula College

***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 (eg 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>	<ul style="list-style-type: none"> <li>• Assists development</li> <li>• Provides over 50% of GDP for some countries in the region</li> <li>• Employment</li> <li>• Foreign currency</li> <li>• Improvements to infrastructure</li> <li>• Indirect benefits eg to makers of artifacts, shop keepers, banks</li> <li>• Improved transport to and in the country</li> <li>• Greater awareness by overseas governments therefore more assistance in times of natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Leakage of wealth back to industrialized countries</li> <li>• Wealth may not be shared fairly among local people</li> <li>• Employment may be seasonal or casual</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Creation of national parks and reserves</li> <li>• Improving landscaping of towns and villages</li> <li>• conservation of resources eg replanting</li> </ul>	<ul style="list-style-type: none"> <li>• Destruction of fragile ecosystems eg reefs</li> <li>• Local people lose sole use of resources</li> <li>• Over fishing, cutting of trees etc</li> </ul>
<b>Social and Cultural</b>	<ul style="list-style-type: none"> <li>• Friendships with people of other backgrounds</li> <li>• Reviving of cultural practices</li> <li>• Cross cultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption of inappropriate codes of behaviour eg dress, food</li> <li>• Commercialization of traditional culture</li> </ul>
<b>Political</b>	<ul style="list-style-type: none"> <li>• Closer ties between countries</li> <li>• Governments see tourism as a significant money earner</li> </ul>	

### ***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:**

- 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 eg food, furniture and fittings, catering equipment etc, are imported rather than produced locally

## **Section C: Working in the tourism and hospitality industry**

### **Outcome 3**

Students will be able to demonstrate and explain the importance of skills and attitudes required by people involved in the tourism and hospitality industry

Students will be expected to:

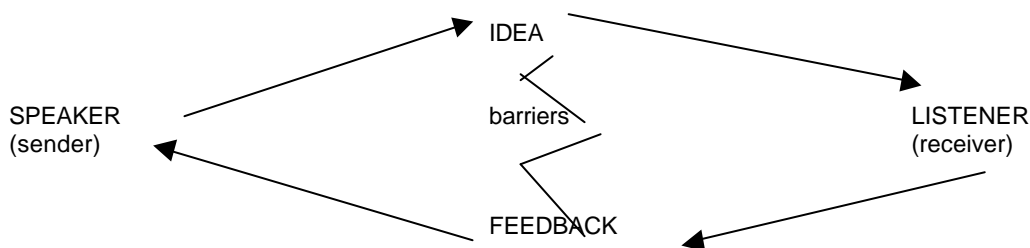
- 3.1 Demonstrate an ability to communicate effectively with other people including tourists & colleagues
  - 3.1.1 Demonstrate knowledge of the communication process in the context of the tourism and hospitality industry, including a description of the theoretical model
  - 3.1.2 Demonstrate good communication skills in tourism situations, including *Meet and Greet*
  - 3.1.3 Demonstrate knowledge of and the ability to use basic communication office equipment including: telephone, email, internet, facsimile machine, cash register and credit card imprinter
- 3.2 Identify and describe the main skills and attitudes required by workers in Reception, Housekeeping, Bar and Lounge, Restaurant and Catering in the Hospitality industry
- 3.3 Demonstrate good customer service skills in a tourism or hospitality situation to meet and exceed customer expectations
  - 3.3.1 Demonstrate effective selling skills
  - 3.3.2 Demonstrate problem solving and conflict resolution
  - 3.3.3 Demonstrate teamwork in the industry and explain its importance
- 3.4 Explain the importance of Health and Safety procedures in the tourism and hospitality industry.
- 3.5 Demonstrate the ability to use basic accounting principles
  - 3.5.1 Explain the methods of payment for services provided in the tourism and hospitality industry including cash, (pre-paid) vouchers, e-tickets, LPO (local purchase orders), credit cards
  - 3.5.2 Explain the purpose of preparing budgets and cash records, and the need to compare actual results with budgeted figures
  - 3.5.3 Describe and apply basic cash flow and budgeting procedures including the preparation of simple cash flow statements and cash budgets for twelve months and over a period of three years
  - 3.5.4 Prepare simple analysis and interpretation of the cash position of a tourism activity by comparing budget and actual revenue and expenditure, and suggest implications from the findings

### **Explanatory Notes**

**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 eg 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.

**Team work:** 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 eg in a kitchen, storeroom, fishing boat, coach. It may be helpful to include a site assessment of an enterprise eg 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 flights

## **Section D: Culture and opportunities in the Tourism and Hospitality industry**

### **Outcome 4**

Students will be able to describe, interpret and evaluate the importance of culture in the tourism and hospitality industry.

Students will be expected to:

- 4.1 Identify local traditions and describe the ways they relate to, and are affected by, tourism
- 4.2 Explain the role culture plays in enhancing tourist experiences and expectations
- 4.3 Identify and explain at least four cultural characteristics of at least two of the main groups of tourists to the region (eg Australians, New Zealanders, Americans, Japanese, Chinese and German)
- 4.4 Describe, analyse and evaluate the benefits and costs (positive and negative effects) of tourism on local traditions and communities

#### ***Explanatory Notes:***

**Local traditions** could include but are not limited to: kava ceremony, custom dancing, music, singing, wedding ceremonies, rituals, church services, artifacts, 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:**

<b>Positive Effects</b>	<b>Negative Effects</b>
<ul style="list-style-type: none"><li>• Revitalization of traditions and customs</li><li>• Education as traditions are passed on to the younger generation</li><li>• Earning an income from culture and traditions</li><li>• Sustains cultural practices and traditions</li></ul>	<ul style="list-style-type: none"><li>• Over commercialization of culture and traditions</li><li>• Costs involved</li><li>• Conflict in the community</li></ul>

## Outcome 5

Students will be able to demonstrate the ability to share their knowledge with others and to create opportunities in the tourism and hospitality industry in the local and/or national environment.

Students will be expected to:

- 5.1 Identify and describe, and give examples of, employment opportunities in the tourism and hospitality industry
- 5.2 Identify and describe Entrepreneurial / Small Business opportunities in the tourism and hospitality industry using local resources/points of interest
- 5.3 Identify and describe the characteristics of a successful business person (entrepreneur) in a tourism or hospitality business
- 5.4 Prepare and present a basic business plan for a small tourism enterprise that provides a service for tourists. This will include (where applicable) a mission statement, general business summary, development plan for the business, products and services, equipment, material and plant, marketing plan, business goals, a Curriculum Vitae and budget / cash flow analysis. It will also include the making of a tourist product or the provision of a tourist service that benefits the student and their community

### ***Explanatory Notes:***

***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 a business(es) and take 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, eg 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.

## ASSESSMENT

Students will be assessed by a two-hour written examination (50%) and internal assessment (50%). All outcomes in the prescription will be assessed.

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

### The Written Examination

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

The approximate weightings given to each section in the written examination will be as follows:

Section A: An introduction to the tourism and hospitality industry	15%
Section B: The development of tourism and hospitality (2.9 – 2.11)	10%
Section D: Tourism, Culture and Opportunities (except 5.4)	25%

### Internal Assessment

As part of the course, students are required to complete three activities that are assessed by teachers in schools.

These activities will cover Section B (Outcomes 2.1 to 2.8), Section C, and Section D (5.4).

**The sections that are Internally Assessed will not be included in the Written Examination.**

### Assessment Tasks

1. Development of Tourism and Hospitality (15%)
2. Role Plays (15%)
3. Business Plan (20%)

The actual marks allocated for each task are in the mark schedules in the Appendix.

### **DEVELOPMENT OF TOURISM AND HOSPITALITY: (Section B: Outcomes 2.1 – 2.8)**

Students will describe, analyse and evaluate the history and development of the tourism and hospitality industry in the region and in their own country. Students will prepare map(s) of the region and their country to show the movement of tourists into and within the region and their country. Students will also identify and describe tourist attractions and activities that operate in the region and in their own country.

Note: The map(s) need not be blank.

## **ROLE PLAYS: (Section C: Working in the Tourism and Hospitality industry)**

The tourism and hospitality industry is a peoples 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, eg a hotel, restaurant, airline or national tourism office, inbound tour operator.

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

## **BUSINESS PLAN: (Section D: 5.4 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 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. Teachers should review and mark 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.

**Weighting:** With the 50% weighting of the total grade allocated for the internal assessment tasks, teachers have the responsibility of deciding how much time should be spent on each task in relation to 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. Development of Tourism and Hospitality	20	10	3 weeks
2. Role Plays	40	20	6 weeks
3. Business Plan	40	20	6 weeks

**General:** Course work requirements, the assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be recorded clearly and maintained by teachers so that accurate information on each student's progress is readily available.

At the beginning of each year, each school presenting candidates for the South Pacific Form Seven Certificate Tourism and Hospitality assessment must complete an Internal Assessment Summary Form (**TOU-IA**) and forward it to SPBEA by the date set down by the Director.

At the start of the year students should be given a copy of the assessment statement to be used. The assessment statement and copies of all assessment tasks and assessment schedules used, as well as a sample of candidate responses to all internal assessment work undertaken, must be available for verification on request until 30 November of the year of the examination.

The moderation of Internal Assessment will be done in accordance with SPBEA policy as specified from time to time.

# SOUTH PACIFIC FORM SEVEN CERTIFICATE Internal Assessment Summary Form

## TOURISM AND HOSPITALITY

Country: \_\_\_\_\_ School: \_\_\_\_\_

### Timing Schedule

Task	Task Description	Start Date (be specific)	End Date	Weighting
1. Development of Tourism and Hospitality				15%
2. Role Plays				15%
3. Business Plan				20%
			<b>Total</b>	<b>50%</b>

### Activity 1: Development of Tourism and Hospitality

Description of Activities

**Activity 2: Role Play (Working in the Tourism and Hospitality Industry)**

**Description of Role Play Activities**

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**Activity 3: Business Plan (Preparing and presenting a simple business plan for a small tourism enterprise, and making a product or providing a service)**

**Description of Activity A (Preparing and presenting a simple business plan for a small tourism enterprise)**

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**Description of Activity B (Making a product or providing a service)**

*Note:* Suggested marking schedules for the tasks are provided in the prescription. Teachers may wish to design their own schedules which need to be sent to SPBEA for approval.

Teacher: .....

## APPENDIX 2

### Suggested Marking Schedule for the development of tourism and hospitality task (Section B: 2.1 – 2.8)

The following marking criteria may be applied. Teachers may design their own schedule that must be capable of assessing the student's application of skills and knowledge. Half marks are not to be awarded. Use only the marks in the schedule ie 4 marks must not be awarded.

#### **2.1 Describe the history and development of tourism in the region and in your country**

5	The history and development of tourism in the region and the student's own country is described in detail, showing a high level of understanding, and including at least three dates and historical events
3	The history and development of tourism in the region and the student's own country is described in some detail including at least two dates and historical events
2	Some history and development of tourism in the region and the student's own country is described including at least one date and historical event
0	Not attempted or minimum standard not reached

#### **2.2 Locate and name places on a map of the Pacific**

5	All places located and named correctly
3	All places located and named, with no more than 5 incorrect
2	Most places located and named
0	Not attempted or minimum standard reached

#### **2.3 Describe the importance and location of international airlines and cruise ships in the region and the student's own country.**

5	Major airlines and cruise ships are named correctly and their importance described in detail
3	Major airlines and cruise ships are named correctly and their importance described
2	Some airlines and cruise ships are named and a description attempted
0	Not attempted or minimum standard reached

**2.4 Describe, analyse and interpret the flow of tourists into the Pacific region, including identifying market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit, including examples.**

5	Market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit are explained in detail, and at least two examples given of each
3	Market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit are explained in some detail, and at least one example given of each
2	Market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit are explained, and some examples given
0	Not attempted or minimum standard not reached

**2.5 Describe, analyse and interpret why people travel within the region, including the main market segments, tourist arrival numbers, average daily expenditure, length of stay and purpose of visit, and using examples**

5	At least five reasons why people travel within the region are described in detail, including examples of each and including statistics.
3	At least three reasons why people travel within the region are described in detail, including examples of each and including statistics
2	Some reasons why people travel within the region are described and include some examples of each and including some statistics
0	Not attempted or minimum standard not reached

**2.6 Locate and name on a map of the student's own country the main cities and towns, airports and ports, scheduled transport services, main roads, and tourist attractions and activities**

5	All points located and named, as applicable
3	Most points located and named, as applicable
2	Some points located and named, as applicable
0	Not attempted or minimum standard not reached

**2.7 Describe the categories of tourists who travel to and within the student's country, and explain why they travel**

5	At least three categories of tourists are described in detail with good reasons
3	At least two categories of tourists are described with reasons given
2	At least two categories of tourists described
0	Not attempted or minimum standard not reached

**2.8 Identify and describe tourist attractions and/or activities that operate in the region and within the student's own country**

5	At least twenty attractions and/or activities from five different countries in the region, including the student's country, are identified and described
3	At least eighteen attractions and/or activities from five different countries in the region, including the student's country, are identified and described
2	An attempt is made to identify and describe attractions and/or activities from countries in the region
0	Not attempted or minimum standard not reached

**2.9 Explain the basic laws and regulations that affect tourism operators, employees, and tourists and describe their purpose and the effect on the tourism and hospitality industry**

5	At least five laws and/or regulations are explained in detail including detailed explanations of their purpose and their effect on the industry
3	At least five laws and/or regulations are explained in some detail including explanations of their purpose and their effect on the industry
2	At least three laws and/or regulations are explained with explanations
0	Not attempted or minimum standard not reached

**2.10 Describe and evaluate the benefits and costs (positive and negative effects) of tourism in the region and the student's own country, including examples**

5	At least five benefits and/or costs of tourism are described in detail and evaluated
3	At least five benefits and/or costs of tourism are described in some detail and evaluated
2	Some attempt made to describe and evaluate benefits and costs
0	Not attempted or minimum standard not reached

**2.11 Discuss the future of tourism in the student's own country and the region**

5	An excellent discussion of the future of tourism in the region and the country is given and at least three examples described
3	A good discussion of the future of tourism in the region and the country is given and at least two examples described
2	A satisfactory discussion of the future of tourism in the region and the country is given and at least one example given
0	Not attempted or minimum standard not reached

## APPENDIX 3

### Suggested Marking Schedule for communication Role Plays (Section C: Working in the tourism and hospitality industry)

The following marking criteria may be applied. Teachers may design their own schedule that must be capable of assessing the student's application of skills and knowledge. Half marks should not be awarded. Use only the marks in the schedule ie 4 marks must not be awarded.

#### **3.1 Demonstrate an ability to communicate effectively with other people including tourists and colleagues**

##### **3.1.1 Demonstrate knowledge of the communication process in the context of the tourism and hospitality industry, including a description of the theoretical model**

5	All five main features of the communication process are identified and explained in detail, with a description of the theoretical model and examples given
3	All five main features of the communication process are identified and explained in some detail, with a description of the theoretical model and some examples given
2	Some of the main features of communication process are identified and some explanation, and with a description of the theoretical model and examples given
0	Not attempted or minimum standard not reached

##### **3.1.2 Demonstrate good communication skills in at least two tourism situations, including Meet and Greet**

5	Excellent communication skills are demonstrated in two tourism situations including Meet and Greet
3	Good communication skills are demonstrated in two tourism situations including Meet and Greet
2	Satisfactory communication skills are demonstrated in two tourism situations including Meet and Greet
0	Not attempted or minimum standard not reached

**3.1.3 Demonstrate knowledge of and the ability to use basic office equipment including two of: telephone, email, internet, facsimile machine, cash register, credit card imprinter**

5	Competent use of at least four of telephone, email, internet, facsimile, cash register, credit card imprinter is demonstrated
3	Some competency shown in the use of at least three of telephone, internet, email, facsimile cash register, credit card imprinter is demonstrated
2	Some competency shown in the use of at least two of telephone, email, facsimile cash register, credit card imprinter is demonstrated
0	Not attempted or minimum standard not reached

**3.2 Identify and describe the main skills and attitudes required by workers in Reception, Housekeeping, Bar and Lounge, Restaurant and Catering in the Hospitality industry**

5	At least four skills and attitudes are identified and described in each of the five core areas of the industry (20)
3	At least three skills and attitudes are identified and described in each of the five core areas of the industry (15)
2	At least two skills and attitudes are identified and described in each of the five core areas of the industry (10)
0	Not attempted or minimum standard not reached

**3.3 Demonstrate good customer service skills in a tourism situation to meet and exceed customer expectations**

**3.3.1 Demonstrate effective selling skills**

5	Excellent effective selling skills are demonstrated
3	Very good effective selling skills are demonstrated
2	Some effective selling skills are demonstrated
0	Not attempted or minimum standard not reached

**3.3.2 Demonstrate problem solving and conflict resolution**

5	Excellent problem solving and conflict resolution skills are demonstrated
3	Very good problem solving and conflict resolution skills are demonstrated
2	Satisfactory problem solving and conflict resolution skills are demonstrated
0	Not attempted or minimum standard not reached

### **3.3.3 Demonstrate teamwork in the industry**

5	Contributes effectively in a group, accepts responsibility, initiates and facilitates
3	Contributes effectively in a group situation
2	Some contribution is made to a group situation
0	Not attempted or minimum standard not reached

### **3.4 Explain the importance of Health and Safety procedures in the tourism and hospitality industry.**

5	Health and safety procedures are explained in detail giving at least three examples from each of the five major sectors of the tourism and hospitality industry (15)
3	Health and safety procedures are explained in detail giving at least two examples from the five major sectors of the tourism and hospitality industry (10)
2	Some health and safety procedures are explained giving one example from the five major sectors of the tourism and hospitality industry (5)
0	Not attempted or minimum standard not reached

### **3.5 Demonstrate the ability to use basic accounting principles**

#### **3.5.1 Explain the methods of payment for services provided in the tourism and hospitality industry**

3	At least three methods of payment for services are described in detail
2	At least two methods of payment for services are described in some detail
1	A method of payment for services is described
0	Not attempted or minimum standard not reached

#### **3.5.2 Explain the purpose of preparing budgets and cash records, and the need to compare actual results with budgeted figures**

3	The purpose of preparing budget and cash records, and the need to compare actual results of budgeted figures are described in detail
2	The purpose of preparing budget and cash records, and the need to compare actual results of budgeted figures are described
1	The purpose of preparing budget and cash records is described
0	Not attempted or minimum standard not reached

**3.5.3 Describe and apply basic cash flow and budgeting procedures including the preparation of simple cash flow statements and cash budgets for twelve months and over a period of three years**

9	Cash flow and budgeting procedures are described in full and cash flow statements and budgets are prepared with most of the information correct for the given period
7	Cash flow and budgeting procedures are described and cash flow statements and budgets are well prepared for the given period
3	Some description is given of cash flow and budgeting procedures, and some cash flow statements and budgets are attempted
0	Not attempted or minimum standard not reached

**3.5.4 Prepare simple analysis and interpretation of the cash position of a tourism activity by comparing budget and actual revenue and expenditure, and suggest implications from the findings**

5	The cash position of a tourism activity is prepared and analysed by comparing budget against actual revenue and expenditure, and findings well interpreted
3	The cash position of a tourism activity is prepared and analysed, and findings interpreted
2	Some attempt is made to prepare and analyse the cash position of a tourism activity
0	Not attempted or minimum standard not reached

## APPENDIX 4

### Suggested Marking Schedule for Business Plan (Section D: 5.4)

**Prepare and present a basic business plan for a small tourism enterprise, and make a product or provide a service.**

Students will choose a viable and sustainable tourism product or service, and prepare and present a basic 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 tourism development will provide for him and his community.

It is important that the plan is the student's own work although there will be assistance and input from others at various stages. Teachers should review and mark 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 40% of the internal assessment marks.

***A sample business plan may include the following (NOTE: that not all aspects are applicable to all situations):***

*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, estimate cost, people/owners of the business, and beneficiary-landowners may also include legal side of the business

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

*Products & Services:* specific description of the main product(s) and service(s)

*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.

**Mission statement**

2	A viable and sustainable service or product is identified and a mission statement is written
1	A suitable service or product is identified and an attempt is made to write a mission statement
0	No mission statement or service or product identified

**General summary of the business**

5	The what, why and how of the business is explained in detail, ie business type, stages of development, site and location, product and services, costs
3	The what, why and how of the business is explained in some detail, ie business type, stages if development, site and location, product and services, costs
2	Some attempt is made to describe the what, why and how of the business
0	Not attempted or minimum standard not reached

**The development of the product or service**

5	Excellent appropriate planning, collecting of information (including in the field), and recording is carried out
3	Appropriate planning, collecting of information (including in the field), and recording is carried out
2	Some planning, collecting of information (including in the field) and recording is carried out
0	Not attempted or minimum standard not reached

**Equipment, material and plant**

3	An excellent identification and description of equipment, plant and material required
2	A good identification and description of equipment, plant and material required
0	Not attempted or minimum standard not reached

**Marketing plan**

5	An excellent marketing plan for the product or service is prepared
3	A very good marketing plan for the product or service is prepared
1	Some details on how to market the product or service
0	Not attempted or minimum standard not reached

**Business Goals**

5	Business goals are identified and explained thoroughly
3	Business goals are identified and explained in some detail
1	Business goals are identified with some explanation
0	Not attempted or minimum standard not reached

**Entrepreneurial skills and financial standing**

5	Entrepreneurial skills and financial standing are realistic and explained in detail
3	Entrepreneurial skills and financial standing are realistic and explained in some detail
1	Some entrepreneurial skills and financial standing are explained
0	Not attempted or minimum standard not reached

**Cash flow analysis**

5	Clearly shows viability and targets of revenue and expenditure, covering a period of two years.
3	Shows viability and targets of revenue and expenditure, covering a period of at least one year
1	An attempt is made to show the flow of revenue
0	Not attempted or minimum standard not reached

**Presentation of the product or service**

5	A viable and sustainable product or service is presented in a professional and relevant manner
3	A suitable product or service is well presented in a professional and relevant manner
1	An attempt is made to present a suitable product or service
0	Not attempted or minimum standard not reached

## APPENDIX 5

### Skills and Attitudes of staff in the Hospitality Industry

Department	Front Office	Housekeeping	Restaurant	Bar & Lounge	Kitchen
<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	Read & Write	Read & Write	Read & Write	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	Hotel facilities and services	Hotel facilities and services	Hotel facilities and services	Hotel facilities and services
	Rooms and amenities	Rooms and amenities			Food recipes

## APPENDIX 6

### 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 eg hotels, resorts, motels, home stays, bed and breakfasts

**Activities:** the things that tourists can do or take part in eg snorkeling, 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, eg Navua River rafting in Fiji

**Aid:** Foreign Aid makes up a high % 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

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

**Backpackers:** budget travelers 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

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

**Cruise destinations:** Fanning Islands (Kiribati), Champagne Beach (Vanuatu), Yasawa islands (eg 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:** 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 eg 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 *daytripper*

**Events:** a special happening that brings people to the same place at the same time eg 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 eg 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 and 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:** traveler and tourists coming into a country, eg tourists arriving in Vanuatu

**Infrastructure:** the services in a country that are used by tourists but were not necessarily built for them eg 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, eg 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 eg 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 eg food production, and the selling of the tourism product eg by travel agencies, tour desks, souvenir shops

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

**Seasonality:** seasonal fluctuations eg between high and low seasons for tourist demand

**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 eg maps, guide books, brochures

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

**Tourism product:** 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 travelers categorized as tourists who cross international borders

**Tourist flow:** the movement of tourists from one place to another, eg 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 ie land, sea and air

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

**Traveller:** any one 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 eg Fiji Visitors Bureau

# APPENDIX 7

## 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 – Whats On? Visitor Maps [WWW.Jasons.com](http://WWW.Jasons.com)
- 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 eg Air Pacific, also have route maps available.
- Hema Maps – eg 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 eg South Pacific, Fiji, Solomon Islands, Tonga, Vanuatu [www.lomelyplanet.com](http://www.lomelyplanet.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.vanuatuatourism.com](http://www.vanuatuatourism.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.newcaledoniaturism-south.com](http://www.newcaledoniaturism-south.com)

[www.nuieisland.com](http://www.nuieisland.com)

Kiribati National Tourism Office, PO Box 487, Betio Tarawa, Kiribati  
[tourism@tskl.net.ki](mailto:tourism@tskl.net.ki) or [sto@mict.gov.ki](mailto:sto@mict.gov.ki) or phone (686) 26003  
website under construction

Map of the Pacific

