

Tourism Studies

Upper Secondary Syllabus



Papua New Guinea
Department of Education

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Secretary's message

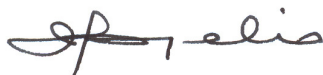
This Tourism Studies syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Tourism Studies Syllabus links to the National Education Plan's vision, which is that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community. This stage of learning gives students the opportunity for deeper understanding of meeting individual needs as well as local and global demands and challenges.

Teachers play a pivotal role by being innovative, creative and keeping abreast of new information and technological change.

Through the study of Tourism Studies students increase their understanding of tourism issues. Students are equipped with the basic skills and knowledge to prepare themselves for the many different employment opportunities that are available in the formal and informal sectors of the economy.

I commend and approve this syllabus as the official curriculum for Tourism Studies to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



DR JOSEPH PAGELIO

Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades. This Tourism Studies syllabus offers a number of pathways to post-secondary study and the workforce. It has specialised and general applications in both areas.

Tourism Studies is a specialised subject that requires a high level of English competency. Students need to be fluent in reading, writing and speaking English for research, report writing and oral and written presentations and to work in the tourism industry.

Tourism has been broadly defined as temporary short-term movement of people to destinations outside the places where they normally live and work, together with their activities and experiences during their stay in those destinations. Such activities and experiences may include pleasure, entertainment, culture, business, conferences, visiting friends and relatives, adventure, shopping, dining, challenge and self-development, or a combination of these activities.

The tourism industry is an umbrella term used to describe those industries or business enterprises that provide goods and services to tourists and all types of travellers while they are travelling.

The Tourism Studies syllabus has been designed to provide an introduction to a broad understanding of tourism, and to develop the personal and interpersonal skills that underpin employment or further study in the tourism industry. It examines the dynamics of global tourism and the broader social, cultural, ecological and economic implications of sustainable tourism. Tourism is a growing economic sector, providing employment opportunities while preserving environments that could otherwise be exploited by non-sustainable industries. Students study the impediments to the tourism industry and use problem-solving skills to address those impediments.

Tourism Studies, though a subject on its own, will draw on other subjects, such as Legal Studies and Social Science subjects, to facilitate a broader understanding of the nature and importance of the subject. Using communication and interpersonal skills, the student can carry out research, discussions and presentations on a variety of tourism issues for academic purposes and for future endeavours.

Tourism Studies is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

Rationale

Tourism is a growing industry, both nationally and internationally. It recognises and promotes Papua New Guinea's amazing geographical and cultural heritage—as well as other countries' traditions and cultures—and appreciation of the natural environment, to foster better understanding between peoples and countries. The industry is sustainable, which contributes to the preservation of Papua New Guinea's varied cultures, traditions and environment.

Tourism Studies creates an awareness of the role played by Papua New Guinea in the international tourism industry, and emphasises the value of tourism to the country. The tourism industry has the potential to contribute significantly to the Papua New Guinean economy and employ a large number of people. Papua New Guinea can use this industry to increase foreign currency, thus boosting its foreign reserves.

Tourism Studies focuses on developing skills in research, planning and communication as well as the ability to analyse and evaluate issues and information relating to the challenges of the tourism industry.

The tourism industry is a major employment provider for many young people. Students studying tourism will be competent, with a strong customer focus, smart presentation and grooming, ability to work as a team, and ability to work under pressure. Tourism provides opportunities for students to become technically competent young people who can return to their locality to be employed by the tourism industry or to be self-starters in small village tourism operations. It also provides opportunities for further study or employment locally, nationally and internationally.

Aims

Tourism Studies aims to enable students to develop:

- knowledge and understanding of tourism and the interrelationship of the industry sectors
- a range of research techniques to collect, analyse and present tourism information
- the ability to critically reflect on tourism and its significance in the local and global context
- decision-making and problem-solving skills in a range of tourism contexts
- appreciation of cultural, ecological and economic issues as they impact on sustainable tourism and potential opportunities
- initiative, personal flexibility, cooperation and confidence within the work environment
- appreciation of the need for effective communication, interpersonal skills and teamwork within the work environment
- a high standard of attitude and ethical behaviour
- appreciation of the contribution of Tourism Studies to personal and professional development and lifelong learning.

Strands

The study of Tourism Studies is described in the following strands:

- 'Time, continuity, and change'
- 'Place, space, and environment'
- 'Societies and cultures'
- 'Social systems'

Time, continuity and change

This strand deals with understanding and valuing the past in people's lives and developing critical thinking for both present and future. Concepts of time, continuity, change, causation, heritage and empathy are fundamental to tourism. The skills to be developed enable students to evaluate various sources of information and use historical processes to expand their perspectives on tourism issues that are challenging societies.

Place, space and environment

This strand deals with understanding the complex interconnections and interactions of people with natural and built environments in local, regional and global settings. Students learn to appreciate spatial concepts, and the distinctiveness of places and environments and how perceptions of them may change over time. They also appreciate the value of sustainable practices. The focus on geographical skills leads students to investigate implications of problems in the natural and human environments, and to evaluate alternative solutions.

Societies and cultures

This strand deals with understanding and appreciating aspects of individual and group identity, including the beliefs, values, customs and practices of diverse societies and cultures in all parts of the world. There is a focus on Papua New Guinea's cultures and the cultures of the Asia-Pacific. Students investigate cultural diversity, social cohesion and organisations that reflect beliefs. Influences that bring about cultural change, engagement, participation and empathy are developed so that students can see the world through the eyes of other people and appreciate other points of view.

Social systems

This strand deals with understanding the rights, responsibilities, roles and relationships of people and groups in a variety of political, legal and economic settings. It focuses on a critical examination of decision making at all levels; the use of power and the control of resources to maintain or change society; and ways in which people can participate in civil societies, including issues and practices related to work. Students learn to solve problems by collaborating with other people and analyse how and why decisions are made by participating in the life of their school and their community. In this way they develop the knowledge, skills and values necessary for active citizenship.

Learning outcomes

The learning outcomes for Tourism Studies identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 12. These learning outcomes are listed below.

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
2. describe and explain the growth of local, national, regional and global tourism
3. identify the role of tourism in the economic growth of a country
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
5. demonstrate an understanding of the principles of good management and customer service
6. communicate tourism information in a variety of ways and settings.

Learning outcomes mapped against units								
Learning outcomes	Units							
	11.1	11.2	11.3	11.4	12.1	12.2	12.3	12.4
1. Demonstrate an understanding of tourism at the local, national, regional and international level	✓	✓	✓	✓	✓		✓	
2. Describe and explain the growth of local, national, regional and global tourism	✓	✓	✓		✓			
3. Identify the role of tourism in the economic growth of a country		✓		✓		✓		
4. Demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels	✓	✓	✓	✓	✓	✓		
5. Demonstrate an understanding of the principles of good management and customer service						✓	✓	✓
6. Communicate tourism information in a variety of ways and settings			✓	✓	✓	✓	✓	✓

Unit sequence and content

Grade 11 units	Grade 12 units
<p>11.1 Introduction to the Tourism Industry <i>10 weeks</i></p> <ul style="list-style-type: none"> • Tourism • Tourists • Sustainable tourism • Tourism within the local community • Impacts of tourism <p>11.2 Tourism in Papua New Guinea <i>10 weeks</i></p> <ul style="list-style-type: none"> • Tourism in Papua New Guinea • Tourist attractions in Papua New Guinea • Security and safety • Transport • Case study <p>11.3 Our Neighbours and Tourism <i>10 weeks</i></p> <ul style="list-style-type: none"> • Tourism and neighbouring countries • Case studies <p>11.4 Tourism Information <i>10 weeks</i></p> <ul style="list-style-type: none"> • Information for the tourist • Information for the tourism industry • How information is delivered 	<p>12.1 Global Tourism <i>10 weeks</i></p> <ul style="list-style-type: none"> • Major geographical features of established and emerging tourist regions • Characteristics of tourist regions • Case studies <p>12.2 Tourism as a Business <i>10 weeks</i></p> <ul style="list-style-type: none"> • Employment in tourism • Business operations • Industry • Economics <p>12.3 Customer Service <i>10 weeks</i></p> <ul style="list-style-type: none"> • Introduction • Needs of various tourist groups • Social and interpersonal skills required in the work place <p>Or: TVET National Certificate 3 module in Tour Guiding</p> <p>12.4 Option: Tour Guiding <i>10 weeks</i></p> <ul style="list-style-type: none"> • Introduction • Types of tour guide • Attributes of a tour guide • Ethics in tour guiding • General knowledge required by guides about Papua New Guinea • Tour commentary <p>Or: TVET National Certificate 3 module in Tour Guiding</p>

TVET modules

TVET Tourism National Qualifications Certificate 3 modules can be offered in Grades 12, in place of units 12.3 and the option 12.4, provided that schools are registered as, or in partnership with, TVET providers.

TVET tourism qualifications

**National Qualifications Certificate 3 in Tourism
(Tour Guiding)**

Grade 11 units

11.1 Introduction to the Tourism Industry

This unit focuses on the broad social and environmental implications of tourism. It examines tourism as an activity and as an industry, and looks at methods of profiling tourists. It covers both the positive and negative impacts of tourism in terms of environmental, social, economic and cultural implications, particularly at the local community level. Sustainable tourism (tourism that can be sustained over the long term because it results in a net benefit for the social, economic, natural and cultural environments of the area in which it takes place) is an essential aspect of this unit.

Learning outcomes

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
2. describe and explain the growth of local, national, regional and global tourism
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels.

To achieve the learning outcomes, students:

- understand and apply terminologies used in tourism
- demonstrate an understanding of the different sectors of the tourism industry and their interrelationships, including a general knowledge of the structure, roles and functions of the different sectors
- describe and explain positive and negative impacts of tourism
- demonstrate an understanding of sustainable tourism
- understand the role of organisations and government in tourism
- demonstrate an understanding of tourism in Papua New Guinea and in other countries and tourism markets.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Tourism

- definition
- historical development of tourism as an industry
- tourism industry sectors
- benefits and costs of tourism

Tourists

- who are tourists?
- types of tourists
 - origins and purpose
- what do tourists do?
 - activities
- where do tourists go?
 - attractions and products
- where do tourists stay?
 - types of accommodation such as hotels, resorts, camp sites , game lodges, bed and breakfast, village stays
 - classifications of accommodation (flag, star)
- how do tourists get to their destinations?
 - modes of transport (air, sea, land)
- what do tourists expect?

Sustainable tourism

- what is sustainable tourism?
- how can tourism be sustained
 - learning from and about past experiences
- eco-tourism

Tourism within the local community

- role and effects of tourism
- lobby groups
 - individual
 - associations
 - operators
- economic diversification within the community
- improved facilities, transport and services for residents
- opportunities for business creation
 - home or village stays
 - tour operators
 - tour guides
 - travel agencies
- opportunities for job creation such as:
 - owners, managers, directors
 - tour guides, drivers
 - activity leaders such as scuba diving, trekking
 - hospitality opportunities such as chef or cook, waiters, cleaners, gardeners
 - cultural performers
- preservation of the environment and culture

Impacts of tourism

- implications of tourism
 - environmental impacts
 - economic impacts
 - social and cultural impacts
- positive impacts
- negative impacts

11.2 Tourism in Papua New Guinea

Tourism in Papua New Guinea is a growing industry, with many attractions for the potential visitor. These include culture, markets, festivals, diving, surfing, hiking, fishing and the unique flora and fauna. Each year many tourists visit Papua New Guinea.

In this unit, students learn about the tourism industry in Papua New Guinea, including details of visitors to the country and local areas, and the impacts of tourism on local communities. They also identify opportunities for future tourism developments.

Learning outcomes

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
2. describe and explain the growth of local, national, regional and global tourism
3. identify the role of tourism in the economic growth of a country
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels.

To achieve the learning outcomes, students:

- undertake research on tourism information and statistics
- conduct surveys of tourists where appropriate
- develop promotional materials for tourism
- prepare and present information on tourism attractions and destinations in Papua New Guinea
- prepare an itinerary for tourists to their area.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Tourism in Papua New Guinea

- history of tourism in Papua new Guinea
- origin of tourists to Papua New Guinea
- reasons for tourists visiting Papua New Guinea
- changes over time in visits to Papua New Guinea by tourists

Tourist attractions in Papua New Guinea

Culture

- highly diverse cultures in Papua New Guinea: over 800 languages in the country

- village life
- styles of cultural expression:
 - carving
 - dance
 - singing
 - ornamentation
 - architecture

Festivals

- festivals that attract tourists to Papua New Guinea such as:
 - Coffee Festival in Goroka (May)
 - National Mask Festival in Rabaul (July)
 - Mt Hagen Show (August)
 - Goroka Show (September)
 - Hiri Moale Festival in Port Moresby (September)
 - Morobe Show in Lae (October)
 - Kundu and Canoe Festival in Alotau (November)

Markets

- types of markets
- factors that attract tourists to markets
- examples of products purchased by tourists such as
 - local foods
 - arts and crafts
 - traditional carvings and beadwork
 - traditional and contemporary paintings on canvas
 - traditionally woven baskets and serving trays

Diving

- reasons why Papua New Guinea is one of the best diving destinations in the world
 - Papua New Guinea has one of the healthiest coral systems in the world
 - thousands of coral reefs to explore
 - large diversity of coral and fish species
 - many wrecked World War II boats and aircraft to be found on the ocean floor
- locations of the best dive spots
 - West New Britain (Kimbe Bay), Kavieng, Madang, Alotau, Tufi, East New Britain (Rabaul), Port Moresby (Loloata)
- accessibility
 - many of the diving spots are easily accessible by day-trip boat
 - some spots are only accessible by live-aboard vessel
- research on one diving attraction

Surfing

- locations of surfing spots in Papua New Guinea
 - southern side of Papua New Guinea: Hula Beach (100 kilometres from Port Moresby); Milne Bay; Bougainville; East New Britain, which can be surfed from June through to September
 - north of Papua New Guinea surfing season is mid-October to late April; surfing locations include: Madang, Wewak and Kavieng; better and more consistent waves found in Vanimo.

Hiking and trekking

- famous walking trails in Papua New Guinea
 - Kokoda Track: the site of a famous World War II battle between Australia and Japan
 - Mount Wilhelm: the highest mountain in Papua New Guinea
 - other walking tracks include the very rough Bulldog and Black Cat tracks

Security and safety

Problems with security for tourists

- high levels of violence and crime in some areas
- lone foreign females are usually advised not to travel unescorted
- up-to-date information about the current situation needed before travelling
- need to make travel arrangements with an experienced tour operator with years of Papua New Guinean experience

Transport

Types of transport available in Papua New Guinea for tourists

- air: planes and helicopters (air travel available throughout Papua New Guinea)
- sea
- hire-car
- taxis

Case study

- a case study of one tourist attraction in Papua New Guinea, including:
 - location
 - features
 - statistics on visitors to the attraction
 - impacts of tourism on the environment
 - impacts of tourism on the local communities
 - presentation of findings through brochures or posters
 - possible future tourist attractions in the local area

11.3 Our Neighbours and Tourism

In this unit students learn about the importance of tourism in relation to Papua New Guinea's neighbours. Many Papua New Guineans have visited countries close by, such as Australia, New Zealand, West Papua, Singapore and the Solomon Islands; and many people from these countries have also visited Papua New Guinea. Students study two destinations in detail to understand the attractions of our neighbours.

Learning outcomes

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
2. describe and explain the growth of local, national, regional and global tourism
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
6. communicate tourism information in a variety of ways and settings.

To achieve the learning outcomes, students:

- undertake research on tourism information and statistics
- conduct surveys of tourists where appropriate
- develop tourism promotional materials
- prepare and present information on tourism attractions and destinations in neighbouring countries of Papua New Guinea
- prepare an itinerary for a tourist.

Content

Tourism and neighbouring countries

- reasons for travelling to neighbouring countries
 - groups such as sports teams
 - cultural
 - business
 - study
 - adventure
 - visiting friends and relatives
- popular destinations
- history and geography focusing on tourist attractions in neighbouring countries
- access to neighbouring countries
 - airline schedules
 - shipping
 - passport and visa requirements

Case studies

selecting two destinations from:

- a tourist destination in Australia or New Zealand
- a tourist destination in a nearby Asian country, such as Singapore, Malaysia, the Philippines
- a tourist destination in the Pacific
- each case study includes:
 - accommodation options, types, standards, costs
 - amenities
 - attractions
 - activities
 - culture of the country
 - transport and access
 - maps
 - package tours
 - cost of living
 - promotional materials
 - an itinerary for a group
 - impacts of tourism on the country or communities

11.4 Tourism Information

Tourism information is vital, not only for students who will be seeking employment in the industry, but also for those who will be tourists. As well as being able to access information, students are able to assess the validity and value of that information and apply it in relevant situations. This area of study introduces students to the various sources and types of tourism information and provides them with the opportunity to develop skills and processes to make informed decisions.

Learning outcomes

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
3. identify the role of tourism in the economic growth of a country
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
6. communicate tourism information in a variety of ways and settings.

To achieve the learning outcomes, students:

- collect, analyse and organise information
- use technology to access information where applicable
- develop tourism promotional materials
- prepare and present information on requirements for tourists visiting Papua New Guinea.

Content

Information for the tourist

Types of information needed by tourists

Information needed by tourists includes

- required travel medicine such as inoculations or malaria tablets
- travel documents: passports, visa
- travel insurance
- maps, weather information
- currencies
- accommodation
- transport
- attractions
- codes of ethics
 - appropriate behaviour
 - appropriate clothing

- tipping (not encouraged in Papua New Guinea)

Sources of information

- Sources of information, such as
 - friends and relatives
 - travel agents
 - books, magazines, brochures, posters
 - travel television shows
 - radio programs, such as 'Voice of the Nation'
 - local tourism associations
 - visitor information centres
 - Papua New Guinea Tourism Association (TPA)
 - Papua New Guinea Divers Association
 - provincial tourist offices
 - airlines and tour operators

Information for the tourism industry

- legislation affecting the tourism industry
- validity, variety, reliability of information
- tourism data such as World Tourism Organisation
 - international visitor surveys
 - national visitor survey
- regional surveys
- tourism forecasts
- economic and employment data

How information is delivered

- use of technology: internet, media, telephone, fax, email
- print materials
- delivery of information
- sources of information
- marketing and promotion as a source of information
 - purpose
 - reliability
 - target audience

Skills to be taught and applied

- communication and interpersonal skills
- negotiating
- working in a team
- resolving conflict and dealing with complaints
- collecting and presenting information

Grade 12 units

12.1 Global Tourism

Tourism is a global phenomenon. It is one of the world's largest industries, creating jobs across national and international economies. It can be an instrument of prosperity, sustainable development and poverty reduction in all provinces.

To understand the tourism industry, it is essential to have general knowledge of the world and where places are. Whether a person works in the tourism industry or is a potential tourist, they should be aware of 'top spots'; or popular tourist attractions in Papua New Guinea and overseas'; and 'hot spots'; that is, areas where travel is hazardous due to political instability, law and order problems, tribal conflicts, civil unrest, terrorism or natural disasters.

This area of study includes the major geographical features of the world, including both established and emerging tourism-generating regions.

Learning outcomes

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
2. describe and explain the growth of local, national, regional and global tourism
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
6. communicate tourism information in a variety of ways and settings.

To achieve the learning outcomes, students:

- locate and map major tourist regions
- locate and map major tourist destinations
- research major tourist destinations
- present a detailed case study of established and emerging major tourist destinations
- interpret and analyse statistics relating to visitor numbers and flows
- interpret national and international air route maps and timetables
- calculate departure, arrival and journey times.

Content

Major geographical features of established and emerging tourist regions

Established tourist regions

- established tourist regions include

- Europe
- North America
- Australia and New Zealand
- Pacific Islands such as Fiji

Emerging tourist regions

- emerging tourist regions include
 - Asia
 - South America
 - Russia
 - Eastern Europe
 - Papua New Guinea

Characteristics of tourist regions

- physical features and environments
- capital cities and major towns
- climatic zones
- features of peoples and cultures
- time zones and 24-hour clock
- major attractions—‘top spots’
- current danger zones—‘hot spots’
- other factors
 - civil unrest
 - terrorism
 - natural disasters

Case studies

- presenting a detailed case study of one established and one emerging major tourist destination.

12.2 Tourism as a Business

This unit of study examines the economic significance and impacts of tourism as an industry. The tourism industry has many sectors and includes industries or business enterprises that provide goods and services to tourists, visitors and all types of travellers while they are travelling. 'Tourism industry' is an umbrella term used to describe the interconnected sectors of hospitality, travel and visitor services. In this unit, students learn about the positive impact of the industry on the economy, and the opportunities tourism presents for an exciting business enterprise, creating wealth and job opportunities.

Learning outcomes

Students can:

3. identify the role of tourism in the economic growth of a country
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
5. demonstrate an understanding of the principles of good management and customer service
6. communicate tourism information in a variety of ways and settings.

To achieve the learning outcomes, students:

- interview tourism employers
- undertake a case study of local tourism development
- conduct a simulated tourism business venture
- create newspaper reports on business of tourism in the current environment
- illustrate flow of money from overseas
- investigate career pathways
- devise a marketing plan for a tourism product
- list the types of jobs available in the tourism industry
- devise a marketing plan for a new tourism venture in their area.

Content

Employment in tourism

- skills and attributes of people who work in the tourism industry
- career opportunities
 - transport sector (airlines, cruise ships, trains, buses, drivers)
 - travel agencies (clerical work, reservations)
 - accommodation (room service and housekeeping)
 - hospitality (food and beverage)
- employee rights and responsibilities
- employer rights and responsibilities

- characteristics of casual, full time and part-time employment

Business operations

- types of tourism operations
- human resources, marketing , financial operations and management
- profit and productivity
- business motives, including satisfaction and profit, such as management of a village guest house
- currency exchange
- quality assurance

Industry

- structure, ownership and capital
 - definitions
 - relationships
- relationship with other industries (for example, transport, retail, hospitality, information and community services)
- large, medium and small businesses
- differences and similarities between various tourism businesses
- growth of the service sector
- distribution of the tourism product
- infrastructure development, policy and government
- seasonality of the industry

Economics

- the flow of tourism money through the economy
- the roles of tourism within the local community
- international economic impacts
- balance of payments
 - income and expenditure
 - exports and imports of tourism related commodities
- costs and benefits of tourism

12.3 Customer Service

This unit focuses on the knowledge and skills required to identify customer product and service requirements. It includes the needs and expectations of customers, and the delivery of quality customer service. Students are able to recognise customer dissatisfaction and take appropriate action. Students' achievement of the learning outcomes is assessed through role-play, research and presentation.

Learning outcomes

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
5. demonstrate an understanding of the principles of good management and customer service
6. communicate tourism information in a variety of ways and settings.

To achieve the outcomes, students:

- demonstrate understanding of the social and interpersonal skills required in the workplace
- demonstrate understanding of the needs of various tourist groups
- identify customer service requirements of varying tourism operations
- understand the importance of ethical marketing and promotion of tourist products and services
- role-play dealing with customers
- undertake work experience where possible in the tourism industry.

Contents

Introduction

Definitions

- customer: internal, external
- products: tangible, intangible

Service

- customer service
- examples of customers

Needs of various tourist groups

- gathering information
- types of products and services required by tourists in Papua New Guinea
- helping customers choose the right service or product
 - involving the customer

- making the final choice
- ethical marketing and promotion of tourist products and services

Social and interpersonal skills required in the workplace

- delivering the service
 - organisation requirements
 - finding out what services the customer will need
 - assisting customers correctly
- giving information to the customer
 - voice and language
 - information to give
 - keeping the listener's attention
- good customer relations through
 - promptness
 - manner and attitude
 - voice
 - using customer's name
- customer needs and expectations
 - social needs, esteem, self-actualisation, desire for change, safety and security, physiological, emotional, economic
- difficult customers and angry customers
 - angry, demanding, dominant, talkative or silent, rude, 'know it all', negative, suspicious, anxious, indecisive, insensitive or intolerant, self-centred, alcohol-affected
- handling complaints
 - the basics of handling complaints
 - responding to customers
 - remedying problems
- the importance of feedback on product and quality service
 - learning from experiences
- enhancing the quality of your service
 - adding value to your service
 - examples
- evaluate the principles of good customer service

Skills to be taught and applied

- skill in delivering service
- handling different types of customers
- giving information to customers
- handling complaints
- getting feedback to improve products and service

12.4 Option: Tour Guiding

This option is designed for Grade 12. This unit focuses on the knowledge and skills required to work as a tour guide. Students participate in a tour guiding activity that enhances their skills to become competent in the trade.

Learning outcomes

Students can:

5. demonstrate an understanding of the principles of good management and customer service
6. communicate tourism information in a variety of ways and settings.

To achieve the learning outcomes, students:

- demonstrate an understanding of the role of a tour guide
- demonstrate an understanding of tour guiding as a business
- role-play or act as tour guides for local tourists.

Contents

Introduction

- what is a tour guide?
- what do tour guides do?
- technical qualification of a tour guide
- academic requirements for a tour guide
- safety and first aid

Types of tour guide

- local guide
- site guide
- indigenous guide
- ecotourism guide
- driver or escort
- manager or owner

Attributes of a tour guide

- sound communication skills
- leadership skills
- planning and organisational skills
- courtesy
- honesty
- patience, tolerance and tact
- responsibility

- enthusiasm
- accurate destination and product knowledge
- flexibility
- commitment

Ethics in tour guiding

- veracity of information
- provision of services as promoted
- ethical dealings with local communities
- ethical relationships with colleagues, customers and suppliers
- ethical practices in regard to culture or environment

General knowledge required by guides about Papua New Guinea

- legal and liability issues
 - consumer protection laws
 - licensing where relevant
 - public liability
- customary practices in communities

Tour commentary

- researching and selecting information for commentary, based on customer's
 - age
 - geographical origin
 - cultural background
 - educational level
 - special interest
- requested coverage

Skills to be taught and applied

- researching information
- using websites and internet
- compiling information
- preparing storage for information
- updating information
- presenting commentary using role-play
- collecting feedback

Assessment components, weighting and tasks

The internal assessment mark for Tourism Studies is to be based on the Grade 11–12 syllabus only. Final assessment must be based on a range and balance of the assessment components detailed below.

Components, weightings and tasks for Grade 11 units

Component	Weighting	Tasks
Tests and examinations	150	These may include multiple-choice items, short answers and extended responses
Research, investigation and communication	75	These tasks can include activities within class. Tasks may be undertaken over a period of time. The communication may be written or oral
Stimulus-based skills	25	Statistical interpretation, graphic skills, mapping skills using tourism data
Group work	50	Should include group-based tasks, although it may incorporate individual elements in the reporting phase. The tasks can include written reports from group research, group presentations, group projects
Marks	300	

Components, weightings and tasks for Grade 12 units

Component	Weighting	Tasks
Tests and examinations	150	These may include multiple-choice items, short answers and extended responses
Research, investigation and communication	100	Tasks may include student research on aspects of a topic and case studies reported through a presentation or an in-class task
Stimulus-based skills	50	Statistical interpretation, graphic skills and calculations. These can utilise theoretical, contemporary or hypothetical situations based on tourism information
Marks	300	

Assessment and certification

The assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Learning and teaching using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in Tourism Studies

A student's achievement in Tourism Studies at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in Tourism Studies will be internally assessed. Results will be recorded by the school and completion of the subject will be recorded on the national certificate.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Tourism Studies, the internal assessment marks will provide a summation of each student's

achievements in Grades 11 and 12. The assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the tables on page 26. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Certification

Students will be awarded the national certificate only if they meet all requirements for internal assessment. Eligibility rules for the award of certificates are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

TVET qualification

Students who successfully complete TVET modules will be issued with a TVET National Qualification by the registered provider of the training.