Personal, Social and Humanities Education
Key Learning Area

# Tourism and Hospitality Studies
Curriculum and Assessment Guide
(Secondary 4 - 6)

# CONTENTS

**Appendices**

**Membership of the CDC-HKEAA Committee on Tourism and Hospitality Studies (Senior Secondary)**

# Preamble

The Education and Manpower Bureau (EMB, now renamed Education Bureau (EDB)) stated in its report[1] in 2005 that the implementation of a three-year senior secondary academic structure would commence at Secondary 4 in September 2009. The senior secondary academic structure is supported by a flexible, coherent and diversified senior secondary curriculum aimed at catering for students' varied interests, needs and abilities. This Curriculum and Assessment (C&A) Guide is one of the series of documents prepared for the senior secondary curriculum. It is based on the goals of senior secondary education and on other official documents related to the curriculum and assessment reform since 2000, including the *Basic Education Curriculum Guide* (2002) and the *Senior Secondary Curriculum Guide* (2009)To gain a full understanding of the connection between education at the senior secondary level and other key stages, and how effective learning, teaching and assessment can be achieved, it is strongly recommended that reference should be made to all related documents.

This C&A Guide is designed to provide the rationale and aims of the subject curriculum, followed by chapters on the curriculum framework, curriculum planning, pedagogy, assessment and use of learning and teaching resources. One key concept underlying the senior secondary curriculum is that curriculum, pedagogy and assessment should be well aligned. While learning and teaching strategies form an integral part of the curriculum and are conducive to promoting learning to learn and whole-person development, assessment should also be recognised not only as a means to gauge performance but also to improve learning. To understand the interplay between these three key components, all chapters in the C&A Guide should be read in a holistic manner.

The C&A Guide is jointly prepared by the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) in 2007.   The first updating was made in January 2014 to align with the short-term recommendations made on senior secondary curriculum and assessment resulting from the New Academic Structure (NAS) review so that students and teachers could benefit at the earliest possible instance. This updating is made to align with the medium-term recommendations of the NAS review made on curriculum and assessment.. The CDC is an advisory body that gives recommendations to the HKSAR Government on all matters relating to curriculum development for the school system from kindergarten to senior secondary level. Its membership includes heads of schools, practising teachers, parents, employers, academics from tertiary institutions,

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[1] The report is *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*.

professionals from related fields/bodies, representatives from the HKEAA and the Vocational Training Council (VTC), as well as officers from the EDB. The HKEAA is an independent statutory body responsible for the conduct of public assessment, including the assessment for the Hong Kong Diploma of Secondary Education (HKDSE). Its governing council includes members drawn from the school sector, tertiary institutions and government bodies, as well as professionals and members of the business community.

The C&A Guide is recommended by the EDB for use in secondary schools. The subject curriculum forms the basis of the assessment designed and administered by the HKEAA. In this connection, the HKEAA will issue a handbook to provide information on the rules and regulations of the HKDSE Examination as well as the structure and format of public assessment for each subject.

The CDC and HKEAA will keep the subject curriculum under constant review and evaluation in the light of classroom experiences, students' performance in the public assessment, and the changing needs of students and society. All comments and suggestions on this C&A Guide may be sent to:

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# Acronyms

| | |
|---|---|
| ApL | Applied Learning |
| C&A | Curriculum and Assessment |
| CDC | Curriculum Development Council |
| COC | Career-Oriented Curriculum (pilot of the Career-oriented Studies) |
| EDB | Education Bureau |
| EMB | Education and Manpower Bureau |
| GDS | Global Distribution System |
| HKALE | Hong Kong Advanced Level Examination |
| HKCEE | Hong Kong Certificate of Education Examination |
| HKDSE | Hong Kong Diploma of Secondary Education |
| HKEAA | Hong Kong Examinations and Assessment Authority |
| HKSAR | Hong Kong Special Administrative Region |
| IT | Information technology |
| KLA | Key Learning Area |
| LOF | Learning Outcomes Framework |
| NGO | Non-governmental organisation |
| OLE | Other Learning Experiences |
| PMS | Property Management System |
| PSHE | Personal, Social and Humanities Education |
| PLC | Product Life Cycle |
| S4 - 5 | Secondary 4 - 5 |
| SSCG | Senior Secondary Curriculum Guide |
| THS | Tourism and Hospitality Studies |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| VTC | Vocational Training Council |

# Chapter 1    Introduction

This chapter provides the background, rationale and aims of Tourism and Hospitality Studies (THS) as an elective subject in the three-year senior secondary curriculum, and highlights how it articulates with the junior secondary curriculum, post-secondary education, and future career pathways.

## 1.1    Background

The senior secondary THS curriculum was formulated alongside *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong* (EMB, 2005) and the *Senior Secondary Curriculum Guide* (CDC, 2007). These two documents provide the overall direction for the development of senior secondary education in Hong Kong. The curriculum framework stipulates that there should be a combination of core and elective subjects, Applied Learning (ApL) and other learning experiences to suit individual interests and aptitudes.

THS curriculum is one of the six elective subjects in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). It shares all the generic skills involved in the study of humanities subjects, such as critical thinking, communication, and interpersonal skills. In addition, the THS curriculum aims at assisting students to develop the essential skills needed for tourism and hospitality.

THS curriculum has evolved from the Travel and Tourism (Secondary 4 – 5) (S4 – 5) curriculum (implemented in 1999), which focuses primarily on the study of the tourism industry. It follows the general directions set out in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (CDC, 2002) and extends the knowledge, skills, and values and attitudes learners develop through the PSHE curriculum for basic education. As a three-year subject, the proposed senior secondary THS curriculum encompasses the updated content of Travel and Tourism (S4 – 5) and, introduces a new module on hospitality.

## 1.2   Rationale

In Hong Kong, the current transformation of the economy has altered the economic landscape. In particular, the tourism and hospitality industry has taken on a role of growing importance in the local economy. In equipping students for this new socio-economic environment, the proposed THS programme provides students with a solid foundation of knowledge about the industry. The profile of tourism and hospitality education, especially at the tertiary level, has developed and matured. Thus, the introduction of THS opens up opportunities for senior secondary students with a strong interest in this field to pursue their studies further.

THS provides opportunities for students to develop generic skills, such as communication, interpersonal, information-processing, problem-solving and decision-making skills for life-long learning. Capitalising on the opportunities arising from the study of a dynamic tourism and hospitality industry in Hong Kong, it will help students to become self-motivated problem-solvers and life-long learners.

THS also develops students' adaptability, which is required in a rapidly changing society. On completing the curriculum, they should have acquired relevant knowledge and concepts, and have developed a range of technical and generic skills that can be applied in various contexts, especially within the service industries sector. By providing a wide range of learning experiences, the study of THS enables students to explore different pathways for further study and careers. These might include the academic study of, for example, tourism and hospitality management studies, architectural conservation studies, environmental studies, or careers in the industry, such as working in a hotel, a travel agency, a tourist attraction or a service related industry.

THS enables students to explore and understand the relationship between individuals and society through the study of local and international tourism and hospitality trends and issues, and their social, economic and environmental impact. For example, the study of the social aspects of tourism and hospitality education will not only enhance students' personal development, but also help them to develop a sense of ethical responsibility and a healthy hospitality culture of benefit to the community.

THS is a complex field of study. Directly or indirectly, it involves a variety of disciplines related to the understanding of tourism. Its multi-disciplinary nature will complement students' learning in other subjects. For example, the study of sustainable tourism development will illustrate the concept of biodiversity and social responsibility, through examining contemporary tourism-related issues familiar to students.

This curriculum adopts an approach that enables students to acquire a broad knowledge and understanding of the tourism and hospitality industry. Whether they are taking this subject with a view to future employment or academic pursuits, students will acquire the basic knowledge of this field upon completion of the three-year course. THS does not take on a sector-specific training approach, nor does it aim at equipping students with specific industry-related operational skills, such as airline ticketing, tour guiding or catering operations. It is thus not one of the Applied Learning courses, which put greater emphasis on applications in the working environment.

## 1.3　Curriculum Aims

The aims of this curriculum are to enable students to:

(a) enhance their awareness of the importance of the tourism and hospitality industry to our society, the nation and the world;

(b) acquire comprehensive understanding of the tourism and hospitality industry, in particular the tourism system and aspects of hospitality skills, and personal qualities and attitudes that are valued by the industry;

(c) recognise the importance of their role as host residents in contributing towards the tourism and hospitality industry;

(d) develop the intellectual capacity for life-long learning through the application of relevant concepts and knowledge in THS to daily situations;

(e) appreciate the positive values and attitudes that contribute to the sustainability of the tourism and hospitality industry; and

(f) explore pathways for further studies in post-secondary institutions and for career development in the tourism and hospitality industry.

## 1.4  Curriculum Objectives

Students are expected to develop knowledge and understanding of:

(a) the reasons why people travel and how the tourism and hospitality industry meets travellers' needs;
(b) the interdisciplinary and diverse nature of the tourism and hospitality industry including tourist destinations, infrastructure and superstructures;
(c) local and international tourism and hospitality trends and issues, and their social, economic and environmental impact; and
(d) the major functional sectors within the tourism and hospitality industry and the career opportunities available.

Students are expected to master the skills to:

(a) develop a range of specific and generic skills, including effective communication skills, customer service skills, information-processing skills, critical thinking skills, creativity, and problem-solving skills; and
(b) apply appropriate skills in a wide range of tourism and hospitality industry and service-related situations.

Students are expected to cultivate positive values and attitudes that will enable them to:

(a) be willing to introduce local tourism resources to tourists;
(b) appreciate and respect the tourism resources of other places when they are tourists themselves;
(c) reflect on the role of tourist-host relationships and develop an appreciation of other cultures, customs and beliefs;
(d) appreciate the importance of integrity and ethical behaviour in the tourism and hospitality industry, and apply this to daily life situations;
(e) acquire an understanding of the personal qualities required for successful work in the tourism and hospitality industry, such as courtesy, initiative, adaptability, flexibility, and collaboration, etc.;
(f) value the importance of sustainability in the tourism and hospitality industry with respect to its economic, environmental, cultural and social contexts; and
(g) recognise and be able to demonstrate quality customer service.

## 1.5 Broad Learning Outcomes

By the end of the course, students should be able to:

(a) describe the structure and nature of the various interdependent components of the tourism and hospitality industry;

(b) explain and evaluate the relative importance of the tourism and hospitality industry to a host destination and to the global economy;

(c) understand tourism and hospitality issues and analyse the main factors affecting the demand for and supply of tourism and hospitality services;

(d) identify sustainable tourism strategies that can be used to minimise the negative economic, environmental and social impact of tourism and maximise the positive one;

(e) reflect on the importance for tourists and tourism or hospitality operators of fulfilling ethical responsibilities;

(f) demonstrate effective application of information technology skills, communication skills, problem-solving skills and critical thinking skills in the context of a dynamic tourism and hospitality industry;

(g) demonstrate the basic principles and skills in providing quality customer service;

(h) demonstrate life skills through class discussions, role-plays and project work;

(i) understand the development of an event from the conceptual stage through to its completion; and

(j) describe and provide examples of how various hospitality sectors differentiate themselves through the variety and mix of hospitality services they provide.

## 1.6 Interface with Junior Secondary Education and Post-secondary Pathways

THS at senior secondary level is based on students' prior learning experiences in junior secondary education, especially in the PSHE KLA. Students should have acquired a basic knowledge and understanding of social, economic, political and environmental issues in Hong Kong through the study of subjects such as History, Geography, EPA and Integrated Humanities. They will also have developed generic skills, geographical concepts, knowledge of local, national and world history, and an understanding of economic activities, environmental issues and human needs, all of which are needed as a foundation for the study of this subject.

The study of THS enables students to explore different pathways for further study and careers. These might include tertiary level study of areas such as tourism and hospitality management

studies, entertainment and business operations, environmental studies, or careers in the industry, such as working in a hotel, a travel agency, a tourist attraction, or a service related industry.

# Chapter 2　Curriculum Framework

The curriculum framework for Tourism and Hospitality Studies (THS) embodies the key knowledge, skills, values and attitudes that students are to develop at senior secondary level. It forms the basis on which schools and teachers plan their school-based curriculum and design appropriate learning, teaching and assessment activities.

## 2.1　Design Principles

The design of this curriculum is based on principles which are derived from those recommended in Chapter 3 of *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong* (EMB, 2005), namely that this curriculum should:

(i)　build on the basis of the prior knowledge, skills, values and attitudes, and learning experiences students should have gained through their study of the PSHE curriculum in basic education;

(ii)　provide a balance between breadth and depth;

(iii) provide a balance between the learning of theoretical knowledge and its application to real-life situations with emphasis being given to enhancing students' conceptual knowledge as well as their application of information technology skills, enquiry skills, and providing them with an understanding of the trends and issues in the tourism and hospitality industry;

(iv) provide a balance between essential learning and a flexible and diversified curriculum, catering for students' different interests, needs and abilities;

(v)　provide suitable contexts for students to develop self-directed and life-long learning skills;

(vi) be based on the Travel and Tourism (S4 − 5) curriculum (implemented in 1999) and introduce additional concepts and theories so as to make it a more coherent course of study; and

(vii) ensure that assessment is closely aligned with learning.

## 2.2 Curriculum Structure and Organisation

The THS curriculum provides students with opportunities to explore the complex and multi-disciplinary nature of this area of study, as well as its intricate interrelationship with other disciplines, such as business administration, geography, history and information technology.

The primary aim of this curriculum is to broaden students' knowledge and appreciation of the tourism and hospitality industry, including a variety of trends and issues, by providing them with the relevant basic concepts and knowledge as well as some practical experience.

The curriculum framework of THS consists of five modules, and they are developed to examine certain sectors of the tourism and hospitality industry, and each module includes knowledge, concepts, attitudes and generic skills.

The **Module** comprises:

- I : Introduction to Tourism
- II : Introduction to Hospitality
- III : Destination Geography
- IV : Customer Relations and Services
- V : Trends and Issues in the Tourism and Hospitality Industry

The total time allocation for this curriculum is approximately 250 hours[2]. It is suggested about 20 hours are to be used for conducting tourism and hospitality industry related field trips that help students to engage in learning outside the classroom as well as inside it.

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[2] The lesson time for Liberal Studies and each elective subject is 250 hours (or 10% of the total allocation time) for planning purpose, and schools have the flexibility to allocate lesson time at their discretion in order to enhance learning and teaching effectiveness and cater for students' needs.

"250 hours" is the planning parameter for each elective subject to meet local curriculum needs as well as requirements of international benchmarking. In view of the need to cater for schools with students of various abilities and interests, particularly the lower achievers, "270 hours" was recommended to facilitate schools' planning at the initial stage and to provide more time for teachers to attempt various teaching methods for the NSS curriculum. Based on the calculation of each elective subject taking up 10% of the total allocation time, 2500 hours is the basis for planning the 3-year senior secondary curriculum. This concurs with the reality check and feedback collected from schools in the short-term review, and a flexible range of 2400±200 hours is recommended to further cater for school and learner diversity.

As always, the amount of time spent in learning and teaching is governed by a variety of factors, including whole-school curriculum planning, learners' abilities and needs, students' prior knowledge, teaching and assessment strategies, teaching styles and the number of subjects offered. Schools should exercise professional judgement and flexibility over time allocation to achieve specific curriculum aims and objectives as well as to suit students' specific needs and the school context.

## 2.2.1 Module

## I. Introduction to Tourism

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| 1. Tourism concepts and principles | Tourism and the tourist | |
| | (i) Introduction to tourism | • understand and explain travel and tourism as an integrated discipline<br>• explain the factors that encourage and prohibit the development of tourism<br>• examine the career prospect in the tourism sector |
| | (ii) The meaning of "travel", "tourism" and "tourist" | • distinguish between 'travel' and 'tourism'<br>• examine the different definitions and meanings of 'tourist' |
| | (iii)Tourist's codes of behaviour | • describe the behaviour of a responsible tourist<br>• identify tourists' concerns and special needs during travel |
| | (iv) Forms of travel | • examine different forms of travel and their differences, including:<br>  - leisure / holiday tourism<br>  - business tourism<br>  - cultural tourism<br>  - eco-tourism<br>  - study tourism<br>  - religious pilgrimage<br>  - health tourism<br>  - visiting friends and relatives (VFR)<br>  - sports tourism |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|

(v) Classification of
tourists:
- Cohen      • describe the four main types of tourists classified by Cohen
- Plog      • describe the three main types of tourists classified by Plog

Travel motivations

(i) Why do people
travel?

- • explain tourists or potential tourists' desire to travel with respect to the concept of tourist flows

(ii) Travel motivations
of tourists

- • introduce and apply the different theories of travel motivations:
  - factors that influence travel motivations
  - Hudman's motivators of travel
  - Maslow's theory
  - Push and Pull theory

Tourism planning

(i) Tourism product
and destination
planning

- • understand tourism product and destination planning concepts, including:
  - examine the role and importance of planning in destination development
  - examine and explain the characteristics of the Product Life Cycle (PLC) and its feasibility in studying the development of a destination (TALC).

(ii) Carrying capacity

- • outline the major considerations in tourism planning through examining the concepts of tourism carrying capacity, including:
  - physical carrying capacity
  - environmental carrying capacity

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|
| | | - psychological carrying capacity<br>- economical carrying capacity<br>- social-cultural carrying capacity |
| | Sectors of tourism industry and distribution channels | |
| | (i) Different sectors of the tourism industry | • identify the major sectors of the tourism industry and their roles, including:<br>  - hospitality<br>  - transportation<br>  - private<br>  - public, including government, local and international tourism organizations - United Nations World Tourism Organization (UNWTO) and Pacific Asia Travel Association (PATA) |
| | (ii) Distribution channels | • examine the tourism distribution channels<br>  - types of distribution channels<br>  - types of intermediaries, including travel agencies and tour operators<br>  - functions and product knowledge of a travel agent |
| | Impact of tourism | • discuss the positive and negative impact of tourism on the host societies including its economic, social and environmental effects |
| | (i) Economic impact | • positive:<br>  - create jobs<br>  - provide tax revenue<br>  - improve the balance of payments<br>  - derive economic growth from multiplier effect |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|

- negative:
  - facilitate the increase in consumer prices and land prices
  - develop over-dependency on tourism
  - generate leakage

- measurement of economic impact
  - explain the flow of money including the first order, second order and third order effects

**(ii) Social-cultural impact**

- positive:
  - encourage cultural exchange
  - improve the way of life
  - boost for cultural conservation

- negative:
  - create community problems associated with tourism development, including:
    - lifestyles : congestion, occupation and health problems
    - commodification of culture
    - demonstration effect
    - moral issues: crime, prostitution and sex tourism

- measurement of social impact
  - explain the Doxey's index of tourist irritation

**(iii) Environmental impact**

- positive:
  - preservation and conservation of environment
  - enhancement of the environment
  - development of environmental awareness

- negative:
  - types of impacts on the abiotic environment:
    - air pollution
    - water pollution
    - soil pollution
    - noise pollution
    - visual pollution
  - types of impacts on the biotic environment:
    - vegetation
    - wildlife

- measurement of environmental impact
  - explain the framework for the study of tourism and environmental stress by OECD

2. The local tourism industry

The development of tourism in Hong Kong

(i) Overview of local tourism
- understand the purposes of visit and spending patterns of inbound tourists
- analyse the different aspects of the inbound tourist market, including:
  - geographic,
  - demographic
  - psychographic
  - socio-economic

(ii) The role of local public sectors in tourism development
- understand the major role of government in tourism development, including:
  - planning
  - control
  - ownership
  - promotion of tourism

| Unit | Key Points | Explanatory Notes |
|---|---|---|

- explain the role and tasks performed by the Hong Kong SAR Government in developing and promoting tourism

- describe the role and functions of the following local organisations and statutory bodies:
  - Tourism Commission (TC)
  - Hong Kong Tourism Board (HKTB)
  - Travel Industry Council of Hong Kong (TIC)
  - Hong Kong Hotels Association (HKHA)

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| 3. The Meetings, Incentives, Convention, and Exhibitions (MICE) Sector | (i) The MICE business | • MICE represents a sector of tourism<br>  - Understand the types of business MICE represent<br>  - Understand the meaning of each sector of MICE<br>  - Explain why meetings, incentives, conventions and exhibitions are an important part of the tourism and hospitality industry<br>  - Describe how the different sectors of the tourism industry are involved in hosting MICE, e.g. accommodation, transportation, attractions, and supporting infrastructures |
|  | (ii) MICE planning | • The components of event planning<br>  - Introduce the planning process of planning, organising and implementing a MICE event |

## II. Introduction to Hospitality

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|
| 1. Hospitality Industry | Introduction to the hospitality industry | |
| | (i) The nature of the hospitality industry | • understand the characteristics of the hospitality industry, its relationship to the tourism industry and career natures in the industry |
| 2. Accommodation Sector | Introduction to the accommodation sector | |
| | (i) Classification of accommodation establishment | • describe the classification of accommodation establishment and hotels<br>• outline the types and characteristics of worldwide and local hotels |
| | (ii) The accommodation product | • distinguish between the different types of rooms in a hotel<br>• introduce different types of room rates which are commonly provided by a hotel |
| | (iii) Types of hotel guest | • describe the types of hotel guests, including leisure travelers, corporate business travelers, free independent travelers (FITs), group inclusive tours (GITs), domestic tourists, conference participants, very important persons (VIPs) and incognito |
| | (iv) Guest cycle | • describe the different types of guest requests<br>• identify the four phases of the guest cycle, including pre-arrival, arrival, occupancy and departure, and the various transactions and services within each phase |

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| | Introduction to the hotel operations | |
| | (i) Hotel ownership and modes of management | • distinguish the various forms of business ownership and modes of management in the accommodation sector including (a) independently owned and operated, (b) management contracts and (c) franchising. |
| | (ii) Key departments in a hotel and their functions | • state the advantages and disadvantages of both management contracts and franchising<br>• state the major hotel departments and their functions<br>• outline the duties of key executives, including general manager and resident manager |
| | Introduction to the Rooms Division | |
| | (i) Front office operations: | |
| | - Functions and organisation | • state the functions and organisation of the rooms division<br>• state the functions and organisation of the front office department |
| | - Duties of key positions | • understand the duties of key front office positions, including reservations clerk, receptionist, front office manager, concierge executive floor manager, and telephone operator |
| | - Relationship with other departments | • outline the relationship between the front office department and other departments in a hotel |
| | - Main duties of front desk | • outline the registration procedures, check-out procedures and process of handling overbooking |

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| | (ii) Housekeeping operations: | |
| | - Functions and organisation | • state the functions and organisation of the housekeeping department |
| | - Duties of key positions | • understand the duties of key housekeeping positions, including executive housekeeper, assistant housekeeper, floor supervisor, public area supervisor, and room attendant |
| | - Relationship with other departments | • outline the relationship between the housekeeping department and other departments in a hotel |
| | - Cleaning tasks | • outline the cleaning tasks of guest rooms and public areas |
| | - The in-room guest supplies and amenities | • introduce the in-room guest supplies and amenities |
| | - Room status codes | • distinguish the basic room status codes, including OC for occupied and clean rooms, OD for occupied and dirty rooms, VC/VR for cleaned room ready for sale, VD for vacant and dirty rooms, OOO for 'out-of-order' rooms, NNS for 'no need services' and DND for 'do not disturb' |
| | - Security procedures | • explain the basic security procedures for handling guests' valuables and keys, suspicious person and lost and found items |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|
| 3. Food and Beverage Sector | Introduction to the food and beverage sector | |
| | (i) Food and beverage operations (Hotel): | |
| | - Functions and organisation | • state the functions and organisation of the food and beverage department |
| | - Duties of key positions | • understand the duties of key food and beverage positions, including food and beverage manager, restaurant manager, station waiter, sous chef, station chef (e.g. pastry chef) and assistant cook |
| | - Relationship with other departments | • outline the relationship between the food and beverage department and other departments in a hotel |
| | (ii) Classification of food and beverage services | |
| | - Market segment (types of customers) | • describe the classification of food and beverage services based on market segments (types of customers) :<br>- hotel market<br>- leisure market<br>- business and industrial market<br>- student market<br>- retail market<br>- transportation market<br>- health care market<br>- other public sector market |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|

- Modes of operations
  - • introduce the different modes of operations :
    - "independent ownership" and "chain ownership"
    - "profit making focused" and "non-profit making focused"

- Common examples of food and beverage services
  - • introduce the common examples of food and beverage services and their characteristics:
    - fine dining restaurants
    - casual dining restaurants
    - fast food restaurants
    - bars

Food and beverage service principles

(i) Basic knowledge of menus

- Types of menu
  - • distinguish the different types of menu, including:
    - Table d'hôte
    - À la carte
    - Carte du jour
    - Cycle menu
    - Children's menu
    - Banqueting menu

- Objectives of menu
  - • explain the objectives of menu in relation to:
    - profit
    - image and
    - marketing of a restaurant

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| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|
| | - Considerations in menu planning | • describe factors that should be considered in menu planning:<br>  - customer-related factors<br>  - food-related factors<br>  - operation-related factors<br>  - marketing-related factors |
| | - Menu pricing | • introduce the basic methods of menu pricing<br>  - cost-based approach<br>  - subjective approach |
| | - Menu card design | • outline the basic factors of menu card design, including:<br>  - colour<br>  - print<br>  - attractiveness<br>  - food description |
| (ii) Basic knowledge of food and beverage services | | |
| | - Restaurant design and layout | • explain the design and layout of a restaurant and how they are related to operations |
| | - Ambience of a restaurant | • describe restaurant ambience and identify the elements of ambience, including:<br>  - décor<br>  - uniforms<br>  - senses<br>  - table settings<br>  - themes |

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| | - Table setting and utensils | • table setting procedures<br>  - À la carte setting<br>  - Table d'hôte setting |
| | (iii) Basic knowledge of kitchen operations | • state the factors affecting the design of a kitchen, including:<br>  - basic design and layout of a kitchen<br>  - kitchen equipment<br>  - fire safety |
| | Food safety and personal hygiene | |
| | (i) The types of food contamination | • examine the different types of food contamination, causes of food-borne illnesses and their preventive measures:<br>  - biological contamination (bacteria, viruses, parasites)<br>  - chemical contamination (food additives, pesticide residues, veterinary drug, chemical detergents, container materials, biochemical toxins)<br>  - physical contamination (non-chemical articles or objects) |
| | (ii) What are the Five Keys to Food Safety | • understand the importance of food safety in a food service establishment, including:<br>  - "choose"<br>  - "clean"<br>  - "separate"<br>  - "cook"<br>  - "safe temperature" |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|
| | (iii) Flow Diagram for Food Handling Processes | • apply the "Five Keys to Food Safety" in each stages of food handling procedures to ensure food safety <br> • list the good food handling and storage procedures, explain the reasons of cross contamination of food items <br> • list and be familiar with the general employee personal hygiene standards and safety procedures of the food and beverage sector. |

## III. Destination Geography

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| 1. Destination geography | World geography<br>(i) Basic concepts of world geography:<br>- Climate<br>- Time zones<br>- Hemisphere<br>- Latitude and longitude | • acquire knowledge of the basic geographical features of the world as it relates to tourism, including:<br>- location<br>- time zones<br>- seasonality |
| | Attractions<br>(i) Role and functions of attractions | • describe the role and functions of attractions:<br>- define the term 'attractions'<br>- describe the role of attractions in the tourism industry<br>- explain the attributes of tourism attractions<br>- examine the nature of tourism attractions: primary and secondary |
| | (ii) A typology of attractions | • introduce the typology of tourism attractions:<br>- classify the categories of tourism attractions based on cultural, natural, events, recreation and entertainment.<br>- examine the supply side aspects of tourism and its role in the process of tourist destination image formation |
| | (iii) Theme park – a type of attraction | • The fundamental concepts of theme parks<br>- Define the term "theme park"<br>- Introduce the different types of theme park<br>- Identify the features of a theme park<br><br>• Factors contributing to the success of theme parks<br>- Overall attractiveness and guest experiences including: Location, main theme, environment, activities, and services.<br>- Adapt to market changes |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|

Tourism regions

(i)  Major tourism regions:
-   Ranking

- introduce the world's top ten tourism destinations based on the UNWTO's figures (based on arrivals and receipts)

-   Information related to tourism activities

- understand the major tourism regions, including:
    - Africa – Morocco, South Africa and Tunisia
    - Asia – China, Malaysia and Thailand
    - Europe – France, Italy and Spain
    - Middle East – Egypt, Saudi Arabia, Dubai (United Arab Emirates)
    - North America – Canada, Mexico and the United States
    - Oceania – Australia, New Zealand and Papua New Guinea
    - South America – Argentina, Brazil and Chile

- outline the basic tourists-related information of the above major tourism regions, including:
    - hygiene
    - visa application requirements
    - currency
    - time difference
    - accessibility and
    - natural and human resources

## IV.  Customer Relations and Services

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| 1.  Customer services | Professional services | |
| | (i)  The nature of customer services | • describe and explain customer relations and services:<br> - examine Parasuraman's five service dimensions - "RATER" in the understanding of customer services. |
| | (ii) Personal attributes of tourism and hospitality service personnel | • examine the personal attributes of a customer service professional, including:<br> - grooming<br> - quality<br>    ⋆ sensitivity<br>    ⋆ integrity<br>    ⋆ patience |
| | Cultural issues | |
| | (i)  Customs and etiquette | • introduce the basic differences between Eastern and Western traditions<br>• state the role of etiquette in the tourism and hospitality services<br>• describe the basic greeting etiquette, including:<br> - handshake<br> - bow<br> - hug<br> - cheek kissing |

| Unit | Key Points | Explanatory Notes |
|------|------------|-------------------|
| 2. Customer relations | Customer expectations and perceptions | |
| | (i) Company policies on customer services | • examine a company's mission on quality customer services and service pledge<br>• explain the importance of service recovery |
| | (ii) Challenges in providing quality customer services | • examine Parasuraman's Gap Model of Service Quality in the understanding of customer expectations and perceptions |
| | (iii) Dealing with difficult customers | • present the ways of handling different types of difficult customers, including those who are:<br> - angry<br> - dissatisfied<br> - indecisive<br> - demanding<br> - rude or inconsiderate<br> - talkative |
| 3. Communication skills | Communicating with customers | • understand the ways of communicating with customers, including:<br> - written communication<br> - verbal communication<br> - non-verbal communication |

## V.   Trends and Issues in the Tourism and Hospitality Industry

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| 1. Current issues in tourism and hospitality | Sustainable tourism | • outline the concept of sustainable development and the application of its principles in tourism |
| | (i) A conceptual approach to sustainable tourism:<br>- Sustainable development concept | • examine the UNWTO's definition of sustainable tourism |
| | - The twelve aims of sustainable tourism | • discuss the twelve aims for sustainable tourism:<br>- environmental aspects of development - physical integrity, biological diversity, resource efficiency and environmental purity<br>- social aspects of development – social equity, visitor fulfillment, local control, community wellbeing and cultural richness<br>- economic aspects of development – economic viability, local prosperity and employment quality |
| | (ii) Sustainable tourism development case studies | • apply the concepts developed from "Impact of Tourism" in the Module I and "The twelve aims of sustainable tourism" to examine sustainable tourism development through the cases of Hong Kong and Macau |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|
| | (iii) Tourism and hospitality issues induced by globalization | • outline different tourism and hospitality issues brought by the trend of globalization, including:<br> - examine homogenization and standardization in the tourism and hospitality business.<br> - what is fair-trade?<br> - application of fair-trade practices in the industry, and its benefits to tourism and hospitality businesses |
| 2. Trends in tourism | Tourism sector | |
| | (i) Economical aspect: | • examine the trends relating to economical aspect, including:<br> - increase in demands on travel<br> - competitions among tourism receiving countries |
| | (ii) Social-cultural aspect: | • outline the trends relating to social-cultural aspect, including:<br> - changes in demographics leading to the development of different travel patterns and preferences of tourists |
| | (iii) Environmental aspect: | • understand the trends relating to environmental aspect, including:<br> - climate change<br> - environmental conservation |
| | (iv) Technological aspect: | • outline the trends relating to technological aspect, including:<br> - functions provided by the Global Distribution System (GDS)<br> - the introduction of new information technology including self-serviced technology and on-line social media |

| Unit | Key Points | Explanatory Notes |
|------|-----------|-------------------|

3. Trends in hospitality

**Accommodation sector**

(i) Economical aspect:
- examine the trends relating to economical aspect, including:
  - economic changes leading to the development of different types of accommodation

(ii) Social-cultural aspect:
- outline the trends relating to social-cultural aspect, including:
  - lifestyle and demographic changes have effects on tourists' demand for accommodations

(iii) Environmental aspect:
- understand the trends relating to environmental aspect, including:
  - the growing concern about environmental conservation has effect on the greening standard of hotels and guest rooms

(iv) Technological aspect:
- outline the trends relating to technological aspect, including:
  - functions provided by the Property Management System (PMS) and Computerized Reservation System (CRS)
  - the introduction of new information technology including self-serviced technology and on-line social media

**Food and beverage sector**

(i) Economical aspect:
- examine the trends relating to economical aspect, including:
  - economic impact on food services developments including business development and consumers preferences.

| Unit | Key Points | Explanatory Notes |
|---|---|---|
| | (ii) Social-cultural aspect: | • outline the trends relating to social-cultural aspect, including:<br>- demographic and lifestyle changes have effects on consumers demand for food and beverage services preferences |
| | (iii) Environmental aspect: | • understand the trends relating to environmental aspect, including consumption of resources and producing of wastage |
| | (iv) Technological aspect: | • outline the trends relating to technological aspect, including:<br>- functions provided by the Point-of-Sale System (POS)<br>- the introduction of new information technology including self-serviced technology and on-line social media |

## 2.2.2    Time allocation

| Module | | Suggested lesson time (hours) |
|---|---|---:|
| **I:** | Introduction to Tourism | 70 |
| **II:** | Introduction to Hospitality | 50 |
| **III:** | Destination Geography | 60 |
| **IV:** | Customer Relations and Services | 35 |
| **V:** | Trends and Issues in the Tourism and Hospitality Industry | 35 |
| **Total** | | **250** |
| | Suggested time allocation for conducting learning activities such as tourism and hospitality industry related field trips. | 20 |

# Chapter 3　Curriculum Planning

This chapter provides guidelines to help schools and teachers to develop a flexible and balanced curriculum that suits the needs, interests and abilities of their students, and the context of their school, in accordance with the central framework provided in Chapter 2.
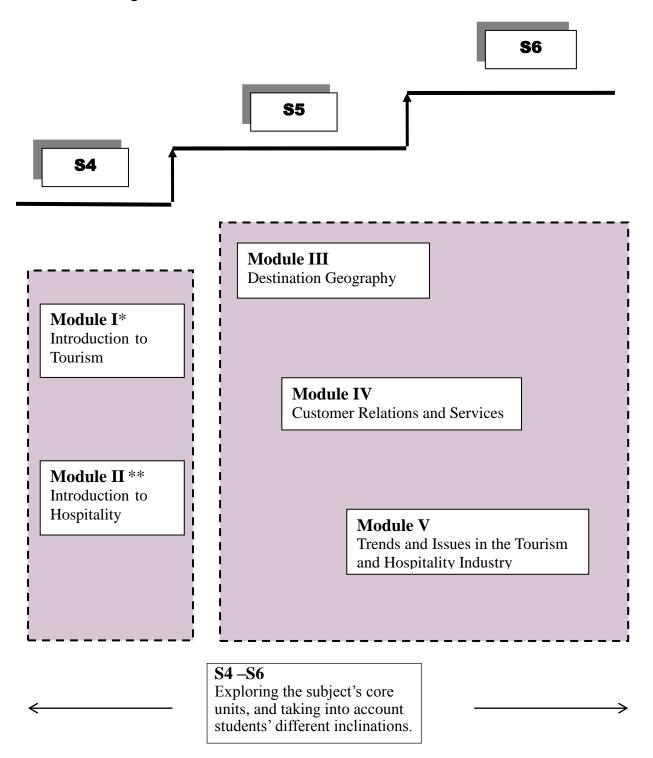
## 3.1　Guiding Principles

To enhance the effectiveness of the learning and teaching of Tourism and Hospitality Studies (THS), teachers are encouraged to develop a balanced and coherent curriculum that will enable students to take an active role in enquiring into tourism and hospitality issues.

The following are some of the major principles involved in curriculum planning for teachers' reference:

(a) The primary considerations teachers need to take into account throughout planning are: the curriculum rationale, students' needs, the school context and the characteristics of the discipline of THS.

(b) PSHE KLA Co-ordinators, Panel heads of THS and teachers should have a thorough understanding of the rationale and objectives of the curriculum and enable students to acquire a broad understanding of important sectors in the tourism and hospitality industry.

(c) PSHE KLA Co-ordinators, Panel heads of THS and teachers should take into consideration students' prior knowledge, experience and interests, and allow flexibility in the teaching sequence of certain units in S4 to ensure effective progression to their chosen unit of study in S5 and S6.

(d) The THS curriculum should encourage students to work independently and in groups, and to present their materials in interesting and innovative forms.

(e) The THS curriculum should provide opportunities for a wide range of learning experiences in order to provide appropriate levels of challenge for students of different abilities at senior secondary level.

(f) PSHE KLA Co-ordinators, Panel heads of THS and teachers should develop a sustainable curriculum through continuous capacity building and resource management.

(g) The subject should prepare students adequately for further study of tourism and hospitality at the tertiary level; at the same time, it should also provide an equally valuable learning experience for those who will leave the subject at the end of senior secondary education.

## 3.2   Progression



**Module III**
Destination Geography

**Module I***
Introduction to Tourism

**Module II ****
Introduction to Hospitality

**Module IV**
Customer Relations and Services

**Module V**
Trends and Issues in the Tourism and Hospitality Industry

**S4 –S6**
Exploring the subject's core units, and taking into account students' different inclinations.

*S4*   *S5*   *S6*

* MUST firstly cover Module I which sets the context for the learning and teaching of the whole curriculum.
** Can move on to Module II or explore other parts based on students' interest and aptitudes.

**Figure 3.1 Progression**

The design of the THS curriculum includes five modules. Each module aims at assisting students to acquire basic concepts, knowledge and information about the tourism and hospitality industry.

The inter-related sectors and services in the tourism and hospitality industry allow a flexible curriculum approach in the learning and teaching of THS. Teachers can reorganise the inter-related units within different modules of the curriculum, to enhance students' understanding of a particular topic or issue. However, it is not necessary to complete any module, except Module I, "Introduction to Tourism", before introducing students to a new module (see Figure 3.1). Module I introduces the subject and sets the context for the learning and teaching of the other core units.

## 3.3 Curriculum Planning Strategies

In planning the implementation of the senior secondary THS curriculum, schools should take advantage of the flexible nature of the curriculum design and give attention to the following curriculum planning strategies.

### 3.3.1 Interfacing junior secondary and senior secondary curriculum

The design of the senior secondary THS curriculum, like other senior secondary subjects, is based on students' learning experiences during junior secondary education. Schools should review the junior secondary curriculum and ensure that students have a solid basic knowledge, sound development of generic skills, and positive values and attitudes. Students' prior learning especially in the PSHE KLA, will support their study of THS, and help them to make informed decisions and judgements on various issues related to the tourism and hospitality industry.

### 3.3.2 Catering for learner diversity

In order to cater for individual differences when planning learning and teaching activities, teachers should:

- provide opportunities for a variety of learning modes such as individual presentations, pair work and group projects to suit students' different working styles and to develop their creativity in generating ideas and solving problems;

- employ questions and activities that are aimed at different levels of ability and foster the development of critical thinking skills. Such activities might range from reading through an article, discussing the article with peers, and drawing out meaning from given data, to generating and evaluating arguments and making their own judgements;

- provide different ways of doing the same activity, e.g. conducting research on a topic through using newspaper cuttings and trade journals, surfing the Internet or conducting interviews; and

- cater for both poorly motivated learners and highly engaged ones by providing a variety of activities such as role-plays, hands-on tasks, communicating with peers, presenting ideas, commenting on the views of others, producing authentic drawings for an idea on blackboard, etc. so that different students can develop their strengths and gain competencies, confidence and a sense of achievement.

### 3.3.3 Developing a coherent curriculum structure that suits students' needs

In order to deliver a coherent curriculum that responds to students' differing needs, teachers should:

- cover the knowledge, skills, values and attitudes set out in the curriculum framework, including the personal attributes of tourism and hospitality service personnel in Module IV -Customer Relations and Services u;

- build on strengths of the school and the needs of its students;

- help students to achieve the learning objectives;

- adopt appropriate curriculum organisation and learning, teaching and assessment strategies;

- adapt the curriculum content, duration and degree of difficulty to suit students' needs;

- include activities which incorporate a progression of skill components; and

- constantly reflect on, review and improve the curriculum.

### 3.3.4 Cross-curricular planning

THS is, in many ways, a cross-curricular subject. To maximise student learning, collaboration with teachers of other subjects should be organised. For example, those studying destination geography and heritage tourism will benefit if their area of enquiry can be supported by learning experiences in relevant topics in Geography and History.

Many approaches to tourism and hospitality issues demand multi-disciplinary insights. Teachers can design tasks such as enquiry projects in which THS teachers work with Economics or Liberal Studies teachers to provide a rich learning experience. As THS is a complex field of study which involves a variety of disciplines, either directly or indirectly, students should come to accept that subject boundaries do not always exist in the construction of an effective framework of knowledge. The multi-disciplinary nature of THS complements students' learning of other subjects.

### 3.3.5 Integrating learning with assessment

Assessment is one of the most powerful educational tools for promoting effective learning. Many skills, e.g. the empathetic understanding of current trends and issues of the tourism and hospitality industry, or collecting and analysing evidence for a research project, are more appropriately measured through formative assessment than in an externally set examination. Formative assessment enables teachers to provide students with immediate feedback on their performance, as well as help them to determine focuses for their future study.

## 3.4    Managing the Curriculum

In managing the THS curriculum, teachers should consider the following:

### 3.4.1    Areas of work

(a) Understanding the curriculum and learning context

- Understand the *Senior Secondary Curriculum Guide* (CDC, 2007) and this Guide with a view to adapting the central curriculum for school-based curriculum development;
- Understand the school's vision and mission, strengths and policies, as well as students' abilities and interests; and
- Understand the community culture and the changing needs of society.

(b) Planning and implementing the curriculum

- Design and implement schemes of work to help students achieve the curriculum aims and learning objectives of the THS curriculum; and
- Promote assessment for learning.

(c) Evaluating the curriculum

- Evaluate the THS curriculum through collecting data from different sources and analysing evidence of student learning; and
- Review the curriculum in accordance with the learning and teaching context and make adjustments whenever necessary.

(d) Developing resources

- Networking with industry

In order to deliver this curriculum effectively, subject co-ordinators should develop a good working relationship with the industry. The industry is the main source of useful brochures, map guides, videos and magazines.

To support learning and teaching and to bring the subject to life, teachers are strongly advised to invite subject experts from the local tourism and hotel authorities, travel-related and accommodation establishments, and academics from tourism and hospitality schools to share their experiences with students.

- Networking with schools

Schools are encouraged to establish face to face and electronic links with other schools offering THS. This will benefit both students and teachers in the learning and teaching of the subject. Schools can enter into jointly organized field visits and share lesson plans, learning and teaching resources and experiences, etc.

(e) Building capacity

- Many teachers who have to teach this subject do not possess a fully relevant background or degree in Tourism and Hospitality, and therefore need to develop a learning culture among themselves and fully utilise professional development opportunities such as:
  - seminars, workshops and experience-sharing sessions on knowledge enhancement and pedagogy; and
  - teachers' networking activities involving the exchange of resources such as lesson plans and examples of assessment.

- In addition, teachers should consider engaging themselves in experiential learning in the tourism and hospitality industry through well-structured educational visits. They can share the experience gained from the visits with their students which benefits both teachers and students, and helps to bring the curriculum alive.

(f) Managing change and monitoring progress

- In order to sustain the THS curriculum over time, it is important to monitor progress and evaluate the effectiveness of learning and teaching. Action research or self-directed study can give teachers valuable data and evidence on how to refine and enhance practice. Teachers should pay attention to the latest trends in tourism and hospitality education to bring in appropriate changes.

### 3.4.2 Roles of different stakeholders

Principals, Tourism and Hospitality panel chairpersons, teachers and parents play different roles in the planning, development and implementation of the THS curriculum. Collaboration is vital in developing and managing the curriculum.

(a) THS teachers

- Keep abreast of the latest trends in the tourism and hospitality industry, as well as changes in the curriculum, learning and teaching strategies and assessment practices;

- Contribute to the THS curriculum development, implementation and evaluation, and make suggestion on the strategies for learning, teaching and assessment;
- Develop work schedules, lesson plans, and learning and teaching activities that align with the curriculum's objectives;
- Encourage students to learn actively and realise the need for life-long learning through effective learning and teaching strategies; and
- Participate actively in professional development, peer collaboration and professional exchange.

(b) PSHE KLA Co-ordinators/THS Panel Chairpersons

- Lead and plan THS curriculum development, and set a clear direction for it;
- Monitor the implementation of the curriculum, and make appropriate adjustments in strategies for learning, teaching and assessment with due consideration to students' needs;
- Conduct formal classroom observations and evaluate learning and teaching materials;
- Review lesson plans and curriculum documents periodically;
- Choose learning and teaching resources, equipment and materials that help students to achieve the desired learning outcomes;
- Facilitate professional development by encouraging panel members to participate in training courses and workshops;
- Hold regular meetings (both formal and informal) with panel members to strengthen coordination and communication among them;
- Promote professional exchange on subject knowledge and learning and teaching strategies; and
- Make the best use of the resources available in the school and community.

(c) Principals

- Understand students' strengths and interests, as well as the significance of tourism and hospitality education;
- Consider students' needs, the school context and the central curriculum framework in formulating the curriculum as well as instructional and assessment policies;
- Coordinate the work of KLA leaders and subject panels, and set clear targets in curriculum development and management;
- Support PSHE KLA Co-ordinators/THS panel chairpersons and teachers to promote a culture of collaboration among teachers and to facilitate the learning and teaching of Tourism and Hospitality;

- Convey a clear message to parents regarding the significance of tourism and hospitality education; and

- Build networks among schools, and various tourism and hospitality-related organisations at management level to facilitate the development of the THS curriculum.

(d) Parents

- Support the development of the THS curriculum;

- Understand the value of Tourism and Hospitality education, and encourage and support their children in actively pursuing their studies in this area; and

- Assist their children to relate their school work to everyday life by discussing relevant tourism and hospitality issues with them and encouraging them to visit attractions, airports, museums and tourism and hospitality-related operations.

Teachers need to adopt a student-centred teaching style to stimulate students' interest and motivation. Through a range of practical activities, students gain personal experience, and develop knowledge, understanding and skills related to tourism and hospitality, as well as skills in thinking, independent learning and collaboration. Teachers should adopt diverse modes of assessment, and use formative and summative assessment flexibly in order to provide a comprehensive assessment of students' performance and gauge their development in generic skills, values and attitudes. (Please refer to Chapters 4 and 5 for further suggestions on learning, teaching, and assessment strategies.)

# Chapter 4　Learning and Teaching

This chapter provides guidelines for effective learning and teaching of the Tourism and Hospitality Studies (THS) curriculum. It is to be read in conjunction with Booklet 3 of the *Senior Secondary Curriculum Guide* (CDC, 2007) which provides the basis for the suggestions about learning and teaching set out below.

## 4.1　Knowledge and Learning

### 4.1.1　Views of knowledge

In the knowledge-based society, knowledge exists in various forms and contexts, and subject boundaries are fluid. Knowledge in THS has many sources owing to its multi-disciplinary nature as well as its intricate interrelationship with other disciplines, such as business administration, geography and history. Knowledge in this subject is dynamically changing and is best constructed through study and field visits, and through interaction with others.

The tourism and hospitality industry has experienced explosive growth, radically changing consumer demand, and a substantially different social and economic environment over the past few decades. As a result, tourism and hospitality education now aims at preparing graduates who are "knowledge workers" with strong and flexible skills in using technology to find information quickly for decision-making and practical applications. Therefore, tourism and hospitality educators have revised their views on knowledge acquisition – from seeing it as "being able to remember and repeat information or procedures" to "being able to find and use it".

In line with this changing view of knowledge, the conception of learning has also been revised. The focus of learning is no longer limited to what students should learn, but also how they learn and what brings about learning. In tourism and hospitality education, knowledge and understanding become processes of discovery, integration and application of knowledge, rather than of regurgitation of the content of lessons. Against this background, teachers' roles change according to the objectives of different activities, with the ultimate goal of helping students to become independent, self-directed learners. Teachers need to adopt a wide range of learning and teaching strategies to cater for learners' different abilities and learning styles, and maintain a balanced emphasis on knowledge acquisition and the development of skills and positive values and attitudes, so as to enhance students' capacity for lifelong learning.

## 4.2 Guiding Principles

The following are guiding principles for effective learning and teaching of Tourism and Hospitality Studies (THS).

- **Building on strengths**: Hong Kong classrooms demonstrate many positive features of Chinese students (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their teachers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local students and teachers should be acknowledged and treasured.

- **Acknowledging prior knowledge and experience**: The learning activities should be planned with students' prior knowledge and experience in mind.

- **Understanding learning objectives**: Each learning activity should have clear learning objectives and students should be informed of them at the outset. Teachers should also be clear about the purpose of assignments and explain their significance to students.

- **Teaching for understanding**: The pedagogies chosen should aim at enabling students to act and think flexibly with what they know.

- **Teaching for independent learning**: Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Students should be encouraged to take responsibility for their own learning.

- **Enhancing motivation**: Learning is most effective when students are motivated. Various strategies should be used to arouse the interest of students.

- **Effective use of resources**: A variety of teaching resources can be employed as tools for learning.

- **Maximising engagement**: In conducting learning activities, it is important for the minds of students to be actively engaged.

- **Aligning assessment with learning and teaching**: Feedback and assessment should be an integral part of learning and teaching.

- **Catering for learner diversity**: Students have different characteristics and strengths. Appropriate learning and teaching strategies should be employed to cater for learner differences. The diversity among students also provides a good reason for building up a learning community in which students support each other's learning.

## 4.3　Approaches and Strategies

In choosing learning and teaching strategies, teachers should take into account the practical, complex and multi-disciplinary nature of THS, as well as their students' prior knowledge, learning styles and abilities. Learning outcomes can be attained by more than one type of strategy: lectures, case studies, field trips, role-play and group discussion can be suitably deployed to meet the different aims and objectives of individual lessons, and the needs of different students. The most important guideline for choosing suitable strategies is "fitness for purpose".

### 4.3.1　Choosing appropriate strategies: fitness for purpose

Given the wide range of objectives to be fulfilled in this curriculum, there is no single pedagogical approach that can meet all the requirements. Teachers should therefore adopt a wide range of strategies to suit the varying content and focuses of learning, as well as learners' diverse needs. The figure on the next page is the basic framework of learning and teaching adopted in the senior secondary THS curriculum. It shows the spectrum of approaches available for different purposes. These approaches complement each other: for example, there can be direct instruction at certain stages or for certain students in enquiry learning; and simulation activities on delivering quality customer services may entail direct instruction and/or co-construction at certain points. The examples placed along the spectrum are illustrated later in the chapter.

The table/diagram contains the following text:

Learning as …
- a product
- a process
- co-construction

Learning community

⇕

Meaningful learning

⇕

Generic skills

⇕

Content knowledge
(sources, understanding, structure and nature)

How is knowledge learnt?
(Pedagogy and assessment)

C

E

B

D

What is worth learning?
(curriculum)

A

Teaching as …
- direct instruction
- enquiry
- co-construction

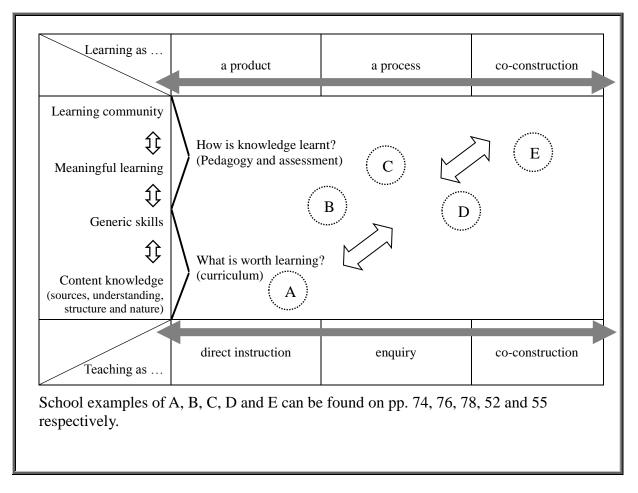School examples of A, B, C, D and E can be found on pp. 74, 76, 78, 52 and 55 respectively.

*Figure 4.1 Approaches to Learning and Teaching*

## Direct instruction by the teachers

Direct instruction (e.g. lecturing) can be an effective means for transmitting knowledge quickly to students in THS. Teachers can help students to understand the background to an issue (such as dealing with difficult customers), fundamental theories and facts in a short time. This approach is most relevant to contexts where explanation, demonstration or modelling is required to enable learners to gain knowledge and understanding of a particular aspect of the subject. It allows the teacher to determine the aims, content, organisation, pace and direction of lessons. It can also be used to arouse interest in a subject, and complement and clarify text materials. For example, a video can help students to understand quickly guest check-in procedures or the practical nature of table-setting in food and beverage services. Please see Appendix 1 for examples of the effective use of direct instruction in THS lessons.

## Enquiry learning by the students

Students should have ample opportunities, with guidance from their teachers, to search for information by themselves from a range of sources. The need to develop their skills in "learning to learn" by collecting information, searching for different viewpoints, expressing ideas and/or opinions, developing a wide range of skills and abilities, clarifying attitudes and exploring differences in values. The enquiry approach encourages teachers to use "open-ended" questions to lead students to conduct their own enquiry. A typical example of enquiry learning would be when students surf the Internet or use authentic case study materials assigned by the teacher to explore a topic, such as how service staff make decisions when dealing with customers. Appendix 2 includes an example concerned with theme parks which illustrates effective learning through the Internet. Enquiry learning by individual students using industry software such as Global Distribution Systems (GDS) or Property Management Systems (PMS) will help them to develop skills in using the software, and enhance their understanding of the increasing importance of communication and information technology within the industry.

An exciting feature of tourism and hospitality education for students is that they have opportunities to get out of the classroom to visit airlines, hotels, historical sites, museums and tourism-related institutions in the community, and they may even conduct visits abroad. On such visits, they explore real contexts related to the tourism and hospitality industry. Such enquiry learning, involving students' active participation in seeking answers, is likely to be more meaningful and applicable than knowledge acquired passively.

> **An example of enquiry learning**
>
> **on sustainable tourism development in Tai O**
>
>
> In January 2005, teachers from the SKH St. Benedict's School organised a field trip for the S5 Travel and Tourism students to study "Sustainable tourism development in Tai O". Being aware of the increasing concern about sustainable tourism development both at home and abroad, the teachers used this field trip as an important teaching strategy to increase students' awareness and knowledge, and develop appropriate attitudes. Students' critical thinking skills were enhanced through study of the causes of the negative effects and possible solutions to the problem of sustainable tourism development in the area. (See Appendix 3 for field trip excerpts.)

Role-play and group discussion are two commonly employed strategies for engaging students actively in the classroom.

In tourism and hospitality education, **role-play** is important for simulating authentic situations in the industry, to bridge the gap between academic knowledge and the industry's practices. Such simulations help students to develop their critical thinking skills and also provide a way of assessing their performance which is not possible through paper-and-pen tests.

Role-play exercises can help students to:

- understand issues from the viewpoints of different stakeholders;

- develop the capacity to handle pressure when taking on unfamiliar roles; and

- improve their oral and written communication skills.


They also:

- develop teamwork by engaging students in pair and group work – a vital collaboration skill valued by the industry; and

- engage them in analytical thinking and investigation to explore the interdisciplinary nature of tourism and hospitality as a subject and as an industry.

Appendix 4 contains an example of a role-play competition entitled "The Best Tour Guide of 2005".

When students are engaged in **group discussion**, they learn through actively formulating and communicating their opinions among their peers. In the process, they learn to see things from others' viewpoints, and to accept and respond to challenges from them. Teachers can promote successful group discussion by giving clear tasks for the groups to accomplish, providing appropriate materials for discussion, and assigning specific roles to group members. Through such discussion students develop effective communication skills and respect for others.

If effectively employed, role-play and group discussion highlight that knowledge is not something out there to be discovered, but rather an understanding to be developed through collaboration and sharing. The understanding constructed is built upon the experiences and insights of group members, the issues to be examined, the information available and the settings in which the discussion and role-play take place.

Overall, teachers need to exercise their professional judgment in selecting strategies which motivate students to act as self-directed learners, and support them in the process of knowledge-construction. A list of learning and teaching strategies is provided in Appendix 5 for teachers' reference.

## 4.3.2    Reading to learn

Reading and preparing for lessons, assignments, projects and examinations are an integral part of students' learning experience. Because of the multi-disciplinary nature of tourism and hospitality studies, it is important for learners to read extensively to gain a full understanding of the subject. Students should not be confined to, or rely too heavily on, reading tourism and hospitality textbooks, but should consult material from other disciplines including geography, history, business studies, economics and environmental studies. Suitable material can be found in newspapers, magazines, articles , reports and the media.

Teachers should assist students to acquire skills and techniques that enable them to read with understanding, and to analyse and apply qualitative and quantitative information. Students who are interested in reading will often do so on their own, though their interest needs to be sustained. Those who are less interested need to be supported and taught how to read effectively. The ultimate aim is to assist all students to become independent and willing readers.

### 4.3.3    Life-wide learning

Providing life-wide learning experiences enables students to achieve certain learning goals in contexts beyond the classroom. Teachers should make use of resources and situations available in the school and the wider community in order to provide a range of opportunities for students to learn in real settings about issues such as the impact of air pollution or the changing economic climate on the tourism and hospitality industry.

Museums, travel agencies, hotels, restaurants, theme parks, attractions, libraries, government departments, public institutions and Non-governmental organisations (NGOs) are all potential sources of information for studying different issues in the THS curriculum. There are also organisations which are willing to support student learning in various ways, for example by providing updated information, producing curriculum resources, offering service learning opportunities, and organising talks and visits.

There is a wide variety of possibilities for experiential learning of this subject in the community. With instruction and support from their teachers, students can explore the tourism and hospitality industry through, for example, pleasure trips with their families, field study at airports or travel agencies, hotel familiarisation visits, watching related TV commercials, or even through the experience of patronising different food service institutions. Schools can also make use of their strengths and connections to arrange cross-border exchange programmes to broaden students' horizons. An extract from the UNESCO education website on planning site visits and excursions can be found in Appendix 6.

## 4.4    Catering for Learner Diversity

Students have diverse backgrounds, needs and interests. When planning learning and teaching activities to cater for individual differences in the classroom, teachers should:

- consider individuals' experiences, learning styles and interests;

- develop questions and activities that are aimed at different levels of ability;

- modify the expectations for some students;

- provide opportunities for a variety of forms of participation, such as individual, pair and small group activities; and

- assess students based on individual progress and outcomes.

With regard to learner diversity, it is helpful for teachers to pay particular attention to the following:

- **Learning styles:** Ensure that different ways of carrying out the same activity are available to students with different learning styles.

- **The pace of learning:** Ensure that all students – those with learning difficulties as well as those with average and high ability – are catered for in terms of the pace of learning. An example of experience in catering for students of diverse ability can be found in Appendix 7.

- **Differences in achievement levels:** Cultivate an atmosphere of understanding and acceptance of individual differences among students. Teachers should give recognition to all students' strengths so that their confidence and self-esteem are enhanced. An example of ways of improving student attainment is provided in Appendix 8.

## 4.5 Classroom Interaction

### 4.5.1 The roles and interaction of students and teachers

In carrying out an enquiry project, the learner bears the major responsibility for learning. However, given their limited level of experience, knowledge and skills, students may encounter hurdles as they start out on their learning journey. In such circumstances teachers may then need to facilitate student learning by providing "scaffolds". They should help their students by breaking down challenging learning tasks into manageable "chunks" and by indicating possible directions and means. Assistance from teachers to achieve objectives should fade as the learners' competence increases, so that the control of learning is shifted to the students over time. In this way, the role of teachers in the enquiry process changes from being a facilitator to being a partner in the exploration process. Students have to learn to form and express their own beliefs on the basis of independent reasoning, rather than always resorting to the views of an authority figure such as the teacher.

While students can always benefit from a knowledgeable teacher, it is neither necessary, nor likely, that teachers will have a detailed knowledge of all the issues in the THS curriculum. As stated earlier, teachers of THS take on many roles – not just as information-providers but as facilitators, consultants, partners in learning and learning assessors. They support enquiry by providing access to information; they provide timely stimulation and input; and they enrich discussion without dictating its direction.

### 4.5.2 Questioning

The vibrant tourism and hospitality industry encompasses different sectors of the economy characterised by a wide range of issues and problems. The questions teachers ask can play an important role in assisting students to gain a fuller understanding of the industry. By using appropriate questioning strategies, teachers can stimulate students to think, which can lead them to further questions. For example, they may ask questions which lead students to:

- make associations between aspects of knowledge they have learned;

- examine their assumptions and prompt them to think along different lines;

- look for the sources of information, and assess their quality;

- interpret how they are organising or giving meaning to information; and

- apply reasoning to address issues or problems.

Figure 4.2 lists examples of various kinds of questions teachers may use.

| Type of question | Example |
|---|---|
| **Association** | Cruise ships are often called floating resorts. Why do land-based resorts have trouble competing with them? |
| **Assumption** | Can you foresee what may happen to the development of resort tourism in Maldives when global climate change is worsen? |
| **Information** | What kind of research data supports the ranking of the world's ten most popular tourist destinations? |
| **Interpretation** | Can you think of a standardized approach in categorizing travelers from visitors? |
| **Reasoning** | Does ecotourism mean sustainable tourism? |
| This example illustrates point D in Figure 4.1 on page 45. | |

*Figure 4.2 Examples of different types of questions*

## 4.5.3  Teacher debriefing

In attempting to construct knowledge through group discussion and role-play, students may at times feel that they are making little or no progress. It is important for the THS teacher to provide debriefings during the learning process, where necessary, and shortly after a learning activity has been completed. Such sessions should help students to summarise and build on what they have learned through the activity, and move on to enquiring about new issues.

The following points provide some guidelines on how to conduct successful debriefings:

• They should be clear and specific: too little or too much unfocused feedback during debriefings may create confusion and misunderstanding, and overload students.

• Ample time should be allocated for this purpose, and this should always be built into the design of learning activities.

• Debriefings should take place at appropriate intervals during and soon after activities so that students can recollect their experiences clearly.

It is useful for students to share their reactions to debriefings, indicating which aspects have been most helpful in rounding off activities and preparing them for new ones.

**An example of conducting a role-play debriefing**

Having completed a role-play competition entitled "The Best Tour Guide of 2005" as described in Appendix 4, the teacher thanks students for their efforts and contributions and then starts the debriefing by asking questions such as the following:

- How did you feel during the role-play process?

- What happened in the role-play?

- Did you find this learning experience beneficial to your study of the topic? Why?

- What could you do next time to improve your role-play performance?

- What do you suggest to improve our next round of role-plays?

- What other topic would you have interest in learning about through role-play?

- Did the role-play exercise meet the learning outcomes of the unit?

- Did the role-play exercise provide an accurate representation of a situation in the tourism and hospitality industry?

## 4.6    Learning Community

The goal of nurturing independent learning in students does not imply that they always have to work in isolation. On the contrary, the construction of knowledge in THS can often best be carried out in collaboration with others, i.e. in a community of learners. Members of the learning community have common learning goals, though they may differ in many other aspects, including their learning styles and abilities. They contribute to each other's learning by sharing experiences, insights and views on issues of common concern; and they may also share the workload in collecting information and conducting investigative studies.

The teacher has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among students, and between them and their teachers. Teachers can help to foster acceptance and trust through encouragement and personal example, and by allowing students to take risks as they explore and articulate their views, however immature these may appear to be. Such an atmosphere helps to develop open-mindedness, objectivity and respect for the views of others. The more students talk through what they believe, and listen to the views and reactions of others, the more they will be able to develop their own thinking. Students also come to realise that their classmates (and their teachers) are partners in learning. Through discussion, debate and other collaborative tasks, students interact with one another and learn to evaluate and appreciate the views of others.

Teachers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Students need to be reminded that, while they should work towards successful completion of the tasks, developing positive peer relationships in the process is an important objective of all group work.

**An example of a learning community**

In 2003, Fat Ho Buddhist Memorial College collaborated with the Hans Andersen Club（安徒生會）to establish a Tour Ambassador Programme for the students.

The Hans Andersen Club provided trainers and conducted tour guide training for around 20 students, equipping them with the essential skills. Having completed the Tour Ambassador Programme, students acted as tour guides around Tai O's attractions. The guided tour normally lasted for three hours. It took visitors to the .stilt houses, mangroves and shops famous for local specialty products, and introduced the tourists to the history of Tai O.

Graduates of the Tour Ambassador Programme would train the new recruits and passed on their knowledge and skills in tour-guiding to them. Meanwhile, trainers from the Hans Andersen Club acted as facilitators during the training process to ensure that appropriate knowledge and skills were learned. Thus, a learning community was created among students, and between students and the Hans Andersen Club, in learning and teaching tour-guiding skills.

Many youngsters in Hong Kong are familiar with communicating and networking through e-mail, web-based instant messages and web journals ("blogs"). Such uses of IT provide promising opportunities for building up and linking learning communities in THS. However, a learning community will not emerge simply by using IT. Teachers and students need to have shared goals and contribute in a focused way, so that their interaction helps to achieve the learning goals of the community.

# Chapter 5 Assessment

This chapter discusses the role of assessment in learning and teaching Tourism and Hospitality Studies (THS), the principles that should guide assessment of the subject and the need for both formative and summative assessment. It also provides guidance on internal assessment and details regarding the public assessment of THS. Finally, information is given on how standards are established and maintained and how results are reported with reference to these standards. General guidance on assessment can be found in the *Senior Secondary Curriculum Guide* (SSCG) (CDC, 2009).

## 5.1 The Roles of Assessment

Assessment is the practice of collecting evidence of student learning. It is a vital and integral part of classroom instruction, and serves several purposes and audiences.

First and foremost, it gives feedback to students, teachers, schools and parents on the effectiveness of teaching and on students' strengths and weaknesses in learning.

Second, it provides information to schools, school systems, government, tertiary institutions and employers to enable them to monitor standards and to facilitate selection decisions.

The most important role of assessment is in promoting learning and monitoring students' progress. However, in the senior secondary years, the more public roles of assessment for certification and selection come to the fore. Inevitably, these imply high-stake uses of assessment since the results are typically employed to make critical decisions about individuals.

The Hong Kong Diploma of Secondary Education (HKDSE) provides a common end-of-school credential that gives access to university study, work, and further education and training. It summarises student performance in the four core subjects and in various elective subjects, including both discipline-oriented subjects such as THS and the new Applied Learning courses. It needs to be interpreted in conjunction with other information about students provided in the Student Learning Profile.

## 5.2 Formative and Summative Assessment

It is useful to distinguish between the two main purposes of assessment, namely "assessment *for* learning" and "assessment *of* learning".

"Assessment *for* learning" is concerned with obtaining feedback on learning and teaching, and utilising this to make learning more effective and to introduce any necessary changes to teaching strategies. We refer to this kind of assessment as "formative assessment" because it is all about forming or shaping learning and teaching. Formative assessment should take place on a daily basis and typically involves close attention to small "chunks" of learning.

"Assessment *of* learning" is concerned with determining progress in learning, and is referred to as "summative" assessment, because it is all about summarising how much learning has taken place. Summative assessment is normally undertaken at the conclusion of a significant period of instruction (e.g. at the end of the year, or of a key stage of schooling) and reviews much larger "chunks" of learning.

In practice, a sharp distinction cannot always be made between formative and summative assessment, because the same assessment can in some circumstances serve both formative and summative purposes. Teachers can refer to the SSCG for further discussion of formative and summative assessments.

Formative assessment should also be distinguished from continuous assessment. The former refers to the provision of feedback to improve learning and teaching based on formal or informal assessment of student performance, while the latter refers to the assessment of students' on-going work and may involve no provision of feedback that helps to promote better learning and teaching. For example, accumulating results in class tests carried out on a weekly basis, without giving students constructive feedback, may neither be effective formative assessment nor meaningful summative assessment.

There are good educational reasons why formative assessment should be given more attention and accorded a higher status than summative assessment, on which schools tended to place a greater emphasis in the past. There is research evidence that indicates that formative assessment is beneficial when used for refining instructional decision-making in teaching and generating feedback to improve learning. For this reason, the CDC report *Learning to Learn – The Way Forward in Curriculum Development* (CDC, 2001) recommended that there should be a change in assessment practices, with schools placing due emphasis on formative assessment to make assessment *for* learning an integral part of classroom teaching.

Another distinction to be made is between internal assessment and public assessment. Internal assessment refers to the assessment practices that teachers and schools employ as part of the ongoing learning and teaching process during the three years of senior secondary studies. In contrast, public assessment refers to the assessment conducted as part of the assessment process in place for all schools. Within the context of the HKDSE, public assessment means the public examinations conducted by the HKEAA. On balance, internal assessment should be more formative, whereas public assessment tends to be more summative. Nevertheless, this needs not be seen as a simple dichotomy.

## 5.3　　Assessment　objectives

The following assessment objectives are closely aligned with the curriculum framework and the broad learning outcomes presented in earlier chapters.

- Understanding the structure and nature of the various interdependent components of the tourism and hospitality industry;
- Recognising the relative importance of the tourism and hospitality industry to host destinations and the global economy;
- Understanding tourism and hospitality issues and analysing the main factors affecting the demand for tourism and hospitality services and the supply of these;
- Evaluating sustainable tourism strategies that can be used to minimise the negative and maximise the positive economic, environmental and social impact of tourism;
- Appreciating the importance for tourists and tourism/hospitality operators of fulfilling responsibilities in an ethical manner;
- Applying information technology skills, communication skills, problem-solving skills and critical thinking skills effectively and
- Demonstrating the basic principles of providing quality customer service.

## 5.4　　Internal Assessment

This section presents the guiding principles that can be used as the basis for designing the internal assessment and some common assessment practices for THS. Some of these principles are common to both internal and public assessment.

### 5.4.1 Guiding principles

Internal assessment practices should be aligned with curriculum planning, teaching progression, student abilities and the school contexts. The information collected will help to motivate, promote and monitor student learning, and will also help teachers to find ways of promoting more effective learning and teaching.

(a)      *Alignment with the learning objectives*

A wide range of assessment practices should be used to assess the achievement of different learning objectives for whole-person development. These include oral questioning, tests and examinations, role-play, group discussion, projects and field trips and familiarisation visits. The weighting given to different areas in assessment should be discussed and agreed among teachers.   The assessment purposes and criteria should also be made known to students so that they can have a full understanding of what is expected of them.

(b)      *Catering for the range of student ability*

Assessment at different levels of difficulty and in diverse modes should be used to cater for students with different aptitudes and abilities.  This helps to ensure that the more able students are challenged to develop their full potential and the less able ones are encouraged to sustain their interest and sense of success in learning.

(c)      *Tracking progress over time*

As internal assessment should not always be a one-off exercise, schools are encouraged to use practices that can track learning progress over time (e.g. portfolios). Assessment practices of this kind allow students to set their own incremental targets and manage their own pace of learning, which will have a positive impact on their commitment to learning.

(d)      *Timely and encouraging feedback*

Teachers should provide timely and encouraging feedback through a variety of means, such as constructive verbal comments during classroom activities and written remarks on assignments together with indications as to where improvements should be made. Such feedback helps students to sustain their momentum in learning, and identify their strengths and weaknesses.

(e)     *Making reference to the school's context*

As learning is more meaningful when the content or process is linked to a setting which is familiar to students, schools are encouraged to design some assessment tasks that make reference to the school's own context (e.g. its location, relationship with the community, and mission).

(f)     *Making reference to current progress in student learning*

Internal assessment tasks should be designed with reference to students' current level of knowledge to avoid making tasks too difficult and thereby causing a negative impact on learning. Teachers should be mindful in particular of concepts and skills which form the basis for further development in learning.

(g)     *Encouraging peer assessment and self-assessment*

In addition to giving their own feedback, teachers should also provide opportunities for peer assessment and self-assessment in student learning. The former enables students to learn among themselves, and the latter promotes reflective thinking which is vital for students' lifelong learning.

(h)     *Appropriate use of assessment information to provide feedback*

Internal assessment provides a rich source of data for providing evidence-based feedback on learning in a formative manner.

## 5.4.2     Internal assessment practices

A range of assessment practices suited to THS, such as oral questioning, tests and examinations, projects and field trips and familiarisation visits, should be used to promote the attainment of the various learning outcomes.  However, teachers should note that these practices should be an integral part of learning and teaching, not "add-on" activities.

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**Oral questioning**

Oral questioning does not need to be confined to language subjects – it may be helpful in other subjects also. It allows teachers to discuss matters in depth with able students, to tease out the meaning of obscure statements, and to find out why they think as they

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do. Teachers are encouraged to try using oral assessment as it can be a valuable supplement to conventional assessment methods and can also help students to improve their oral communication skill.

*Tests and examinations*

Tests and examinations are widely employed in everyday learning and teaching. In devising the items, an effort should be made to include questions with different demands (e.g. for reproduction of simple factual knowledge or deeper conceptual understanding) and of different types (e.g. multiple-choice, data-based and essay-type). A variety of items should be used to assess a wide range of skills, including creativity, critical thinking and problem-solving skills.

*Role Play*

In tourism and hospitality education, role-play is important for simulating authentic situations in the industry and bridging the gap between academic knowledge and the industry's practices. Simulations help students to develop their critical thinking skills and also provide a way of assessing their performance on practical tasks which cannot be done through paper-and-pen tests.

Role-play exercises can
- introduce students to the concept of team-building by engaging them in pair or group work – a vital collaboration skill valued by the industry; and
- engage them in analytical thinking and investigation to explore the interdisciplinary nature of tourism and hospitality as a subject and as an industry.

*Field Trips and Familiarisation Visits*

Field trips and familiarisation visits have many applications in different subjects, ranging from collecting specimens on an outing to reflecting on visits or tours. In THS, students have the opportunity to explore the real contexts within the tourism and hospitality industry. This calls for keen observation, mastery of concepts and skills, and accurate recording. Field trips and familiarisation visits can often contribute significantly to establishing good relations between the school and the community and can be very rewarding for students.

## 5.5 Public Assessment

### 5.5.1 Guiding principles

The principles guiding public assessment are outlined below for teachers' reference.

(a)     *Alignment with the curriculum*

The outcomes that are assessed and examined through the HKDSE should be aligned with the aims, objectives and intended learning outcomes of the senior secondary curriculum. The public assessment for THS will be aligned with the curriculum aims and objectives of tourism and hospitality education.

(b)     *Fairness, objectivity and reliability*

Students should be assessed in ways that are fair and are not biased against particular groups of students.   A characteristic of fair assessment is that it is objective and under the control of an independent examination authority that is impartial and open to public scrutiny. Fairness also implies that assessments provide a reliable measure of each student's performance in a given subject so that, if they were to be repeated, very similar results would be obtained.

(c)     *Inclusiveness*

The assessments and examinations in the HKDSE need to accommodate the full spectrum of student aptitude and ability. For THS, the public assessment covers knowledge, concepts, attitudes and essential generic skills for the tourism and hospitality industry.

(d)     *Standards-referencing*

The reporting system is 'standards-referenced', i.e. student performance is matched against standards, which indicate what students have to know and be able to do to merit a certain level of performance. Level descriptors have been developed for THS to provide a more specific indication of the expected student performance.

(e)     *Informativeness*

The HKDSE qualification and the associated assessment and examinations system should provide useful information to all parties.   First, it provides feedback to students on their performance and to teachers and schools on the quality of the teaching provided.   Second, it

communicates to parents, tertiary institutions, employers and the public at large what students know and are able to do, in terms of how their performance compares with the standards. Third, it facilitates selection decisions that are fair and defensible.

## 5.5.2    Assessment design

The tables below show the assessment design of the subject with effect from the 2016 HKDSE Examinations. The assessment design is subject to continual refinement in the light of feedback from live examinations.   Full details are provided in the Regulations and Assessment Frameworks for the year of the examination and other supplementary documents, which are available on the HKEAA website (www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/).

### 2016, 2017 and 2018 Examinations

| Component | | | Weighting | Duration |
|---|---|---|---|---|
| Public Examination | Paper 1 | Section A: Multiple-choice<br>Section B: Data-based questions | 43% | 1¼  hours |
| | Paper 2 | Essay-type questions | 57% | 1¾  hours |

### With effect from the 2019 Examination

| Component | | | Weighting | Duration |
|---|---|---|---|---|
| Public Examination | Paper 1 | Section A: Multiple-choice<br>Section B: Data-based questions | 45% | 1½  hours |
| | Paper 2 | Essay-type questions | 55% | 1¾  hours |

### 5.5.3    Public examinations

The overall aim of the public examination is to assess students' ability to demonstrate their knowledge and understanding in different areas of the tourism and hospitality industry, and to apply them in a wide range of industry and service-related situations.

Various types of question – multiple-choice, data-based and essay-type – are used. Multiple-choice questions allow a quick, comprehensive coverage of areas in the curriculum and encourage candidates to develop basic knowledge of tourism and hospitality industry; data-based questions require candidates to perform various skills such as analysis and application of the data provided; and essay-type questions allow candidates to discuss tourism and hospitality issues in depth. Schools may refer to the live examination papers regarding the format of the examination and the standards at which the questions are pitched.

### 5.5.4    Standards and the reporting of results

Standards-referenced reporting of assessments is adopted for HKDSE.   What this means is that candidates' levels of performance are reported with reference to a set of standards as defined by cut scores on the mark scale for a given subject.   Standards referencing relates to the way in which results are reported and does not involve any changes in how teachers or examiners mark student work. The set of standards for a given subject can be represented diagrammatically as shown in Figure 5.1.
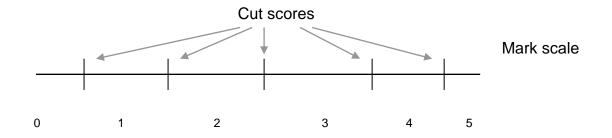
Figure 5.1    Defining levels of performance via cut scores on the mark scale for a given subject

Within the context of the HKDSE there are five cut scores, which are used to distinguish five levels of performance (1–5), with 5 being the highest. A performance below the cut score for Level 1is labelled as "Unclassified" (U).

For each of the five levels, a set of written descriptors has been developed that to describe what the typical candidate performing at this level is able to do. The principle behind these descriptors is that they describe what typical candidates *can* do, not what they *cannot* do. In other words, they describe performance in positive rather than negative terms. These descriptors represent "on-average" statements and may not apply precisely to individuals, whose performance within a subject may be variable and span two or more levels. Samples of students' work at various levels of attainment are provided to illustrate the standards expected of them. These samples, when used together with the level descriptors, will illustrate the standards expected at the various levels of attainment.

In setting standards for the HKDSE, Levels 4 and 5 are set with reference to the standards achieved by students awarded grades A–D in the HKALE. It needs to be stressed, however, that the intention is that the standards will remain constant over time – not the percentages awarded different levels, as these are free to vary in line with variations in overall student performance. Referencing Levels 4 and 5 to the standards associated with the old grades A–D is important for ensuring a degree of continuity with past practice, for facilitating tertiary selection and for maintaining international recognition.

To provide finer discrimination for selection purposes, the Level 5 candidates with the best performance have their results annotated with the symbols ** and the next top group with the symbol *. The HKDSE certificate itself records the level awarded to each candidate.

# Chapter 6    Learning and Teaching Resources

This chapter discusses the importance of selecting and making effective use of a wide range of learning and teaching resources, including textbooks, to enhance student learning. Schools need to select, adapt and, where appropriate, develop the relevant resources to support student learning.

## 6.1    Function of Learning and Teaching Resources

The function of learning and teaching resources is to provide a basis for students' learning experiences. Learning resources include not only textbooks, workbooks and audio-visual teaching aids produced by the Education Bureau or other organizations, but also web-based learning materials, computer software, the Internet, the media, libraries, resources in the natural environment, and people. All of these should be drawn upon to help students to broaden their learning experiences, and to meet their different learning needs. If used effectively, they will help students to: consolidate what they have learned; extend and construct knowledge for themselves; and develop the learning strategies, generic skills, values and attitudes they need – and thus lay a solid foundation for lifelong learning.

## 6.2    Guiding Principles

The following are considerations in the selection and use of textbooks and other learning and teaching resources:

- They should be in line with the curriculum aims and contain core elements of the curriculum.
- They should arouse students' interest and motivate them to engage actively in learning tasks.
- They should provide access to knowledge, as well as scaffolding, to help students progress in their learning.
- They should present information and ideas accurately and effectively and, in particular, should facilitate discussion and further enquiry.
- They should promote independent learning by complementing and extending the learning activities in class.
- They should cater for students' individual differences by providing a variety of learning activities at different levels of difficulty.

## 6.3　Commonly Used Resources

Learning and teaching resources such as texts, audio-visual teaching aids and software assist students to meet the expectations for learning in the senior secondary THS curriculum. The following points should be considered when selecting them.

### 6.3.1　Textbooks

Textbooks are a basic resource for learning, but they are not the curriculum itself. Teachers should exercise their professional judgment in selecting textbooks which help students to achieve the learning objectives of the curriculum. In doing so, the following guidelines should be considered:

- They should be designed to allow flexibility to cater for the diversity of students' interests and aptitudes.
- The content should enhance students' understanding of the dynamic nature of the tourism and hospitality industry and provide:

  - appropriate coverage of the subject area, including both international and local contexts; and
  - an overview of the major tourism and hospitality theories, concepts, trends and issues.

- The content should motivate students to examine their attitudes and behaviours, and understand their responsibilities, rights and privileges as tourists and citizens.
- They should include discussion questions to deepen students' understanding and help them to apply theories and concepts.

Teachers should refer to the following documents in selecting textbooks for their students:

- *Recommended Textbook List*
- *Guiding Principles for Quality Textbooks*
- *Notes on Selection of Textbooks and Learning Materials for Use in Schools*

http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/index.html
(Home > Curriculum Development > Resources and Support > Textbook Information)

### 6.3.2   References

Students should be encouraged to use a wide range of reading materials or resources – for example, reference books, book reviews, journals, magazines, press releases, policy papers, reports, surveys, newspaper cuttings, maps, pictures, cartoons, drawings and slogans – to encourage students to understand real-life contexts within the tourism and hospitality industry. These learning resources complement textbooks and are useful for promoting "Reading to Learn"; and they help students to see the relevance of what they have learned to current developments and issues. Teachers can select suitable resources from a wide range of sources. For example, the statistics from the Hong Kong Tourism Board provide opportunities for students to read, analyse and apply qualitative and quantitative information.

### 6.3.3   Technology and web-based resources

IT should be properly used in the delivery of the THS curriculum. IT can be used to promote a more student-centred approach to learning and teaching and provide a stimulating learning environment. The Internet is a global medium that teachers and students can use for identifying authentic resources such as case studies, scenarios and simulated activities from the industry and from academics teaching in this field. Such resources are very valuable for engaging students in the process of knowledge-construction. In the THS context, IT helps to:

- enhance students' appreciation of multicultural diversity and local and international differences by studying information from different countries;
- develop enquiry, problem-solving and decision-making skills through  problem-based learning, using case studies, or simulated authentic tourism or hospitality scenarios;
- understand fundamental customer services and relations concepts and the practical skills involved in serving customers; and
- make choices over when and where to learn, as they can access learning resources without constraints of time and place.

Also, Computer-based Applications (Apps) are indispensable interactive learning and teaching resources which have been widely adopted in the industry. Schools are encouraged to adopt a variety of Apps so that students can acquire new industry-related trends and knowledge. These Apps may motivate learners to undertake some independent learning.

### 6.3.4    Community resources

Learning and teaching of the subject should not be bound by textbooks which often fail to catch up with the most recent developments of the dynamic tourism industry. Students and teachers should make use of the wide variety of resources available in the community – for example, brochures, magazines, videos and maps from the customer services departments of travel agencies, hotels, restaurants, airlines and amusement parks. Subject co-ordinators should develop cordial working relationships with these private organisations and develop a reliable databank of information for use in the learning and teaching of THS.

In addition, an extensive range of digital and non-digital resources are available from public to quasi-public organisations such as the Tourism Commission, the Hong Kong Tourism Board, the Travel Industry Council, the Hong Kong Hotels Association, the Leisure and Cultural Services Department and the Agriculture, Fisheries and Conservation Department. These resources provide information on the latest special events in museums, heritage trails, monuments, marine parks and country parks. In addition, schools should explore experiential learning opportunities for their students through these organisations.

## 6.4    Flexible Use of Learning and Teaching Resources

Given the variety of possible sources of learning and teaching materials for THS, teachers should exercise their professional judgment in choosing and adapting the best of them to support a wide range of pedagogies and suit the needs of different learners.

### 6.4.1  Developing school-based learning and teaching resources

As teachers need to employ a wide variety of learning and teaching strategies to address the different learning styles of their students, they may have to adapt whatever materials they choose to use. The following points should be considered when using learning and teaching resources for the THS curriculum:

- Resources should be adapted so that tasks and activities challenge different students at the right level i.e. to ensure that highly motivated students are challenged while the less motivated remain engaged in their studies.
- Make good use of the most recent quantitative data and factual information.
- Authentic tourism and hospitality industry resources such as case studies, scenarios and illustrations need to be adapted to deepen students' understandings and provide opportunities for application of the theories and concepts learned.

### 6.4.2 Catering for learner diversity

The resources selected should meet the varied needs and learning styles of students: for instance, some students may respond well to textual information, others to visual representation, and yet others to resources in other formats. Using a variety of types of resources can help to develop different cognitive faculties. Please refer to Appendix 9 for examples of learning and teaching resources and pedagogical strategies.

## 6.5 Resource Management

### 6.5.1 Sharing of learning and teaching resources

A culture of sharing is the key to the success of knowledge management. Schools should make arrangements for:

- teachers and students to share learning and teaching resources through the Intranet or other means within the school; and
- teachers to form professional development groups for the exchange of experience through, for example, the Hong Kong Education City website or face-to-face meetings.

### 6.5.2 Managing resources in schools

The management of learning resources is an ongoing process which includes budgeting, purchasing, organising and providing access. Resources must be organised and classified according to their nature – books, journals, magazines, encyclopedias, CD-ROMs, interactive media and online resources.

Having a variety of resources is important and students should have access to tourism and hospitality related books, magazines, TV programmes and computer software. Resources prepared in digital and non-digital format should be carefully managed and constantly updated. In particular, more frequent updating are probably needed for online resources. Finally, resources should be easily accessible to students, but intellectual property rights must be strictly adhered to and respected by teachers and students at all times.

Tourism is a globalised industry and it is therefore necessary to help students develop an international perspective. Selection of learning and teaching resources should reflect tourism from around the world. These resources will help students to clarify the concepts learnt and

supplement them with illustrations from a wide range of contexts.

### 6.5.3    Accessibility of resources

Students should have access to a wide variety of resources such as books, TV programmes, and computer software. It is useful to set up a learning corner in the classroom so that students have easy access to tourism and hospitality related magazines, journals, books, brochures and multi-media resources. In addition, the learning corner can be modelled on a travel agency or a hotel's business centre to allow students to practise customer services skills through role-play. Please refer to Appendix 10 for examples of the learning and teaching resources.

### 6.5.4    School librarians

Librarians play an important part in supporting the implementation of the THS curriculum, by, for example:

- providing relevant learning resources to promote students' attainment of the curriculum objectives and learning outcomes;
- informing teachers about resources that might be useful for supporting the curriculum;
- maximising the use of resources; and
- promoting the ethical use of resources (e.g. citing sources, copyright and intellectual property issues) and the proper use of equipment.

**The effective use of direct instruction in THS lessons**

Below are two examples of the effective use of direct instruction in THS lessons:

- When teaching the unit on tourism concepts and principles, teachers can spend some time introducing students to a number of essential tourist motivation theories which deal with the complex nature of consumer behaviour. These theories analyse tourists' destination choices and ultimately explain how their choices determine the rise and fall of a destination's popularity. Once students have acquired these fundamental tourism development concepts, they will be able to examine in more detail the role and importance of sustainable tourism in maintaining and enhancing a destination's popularity and competitiveness.

- Through viewing a video when learning "Employees' personal hygiene and safety procedures", students can easily understand the standardized safety procedures being taught, remember them more vividly and be stimulated to put them into practice.

Direct instruction on THS theories can be effective in the following ways:

- Teachers can summarise the key points and explain the central components when guiding students to study a complex theory which they might find difficult to learn on their own. This can ensure that students grasp the basic, but important, elements in the theory, and avoid misunderstanding and misinterpretation. This is especially important when a subsequent enquiry on the issue draws on information from this theory.

- The most common type of direct instructional strategy in THS is lecturing, with the teacher using a text as a basic guideline. However, the teacher has to make sure that the content knowledge is suited to the academic level of students. Some academic articles are too difficult for secondary school students as they are aimed at a more advanced target audience. In such cases, the teacher may adapt the articles or texts first, presenting the key points to the students at a level suitable for them.

- Some articles or theories are written and formulated within a cultural or historical context with which the students are unfamiliar (e.g. the customs and protocols in some major tourism regions). After explaining the theory and its background, the teacher can give local examples or instances related to the students' lives to help them to understand it. Also, a relevant video can allow students to visualise and

acquire knowledge on, for example, different cooking styles, table settings and service styles.

- By using this approach, a teacher can disseminate a great deal of information in a short time. However, this only serves as a means to an end. Direct instruction, should be accompanied by further discussion and coursework to check students' understanding of theories and whether they can apply them to other issues.

This example illustrates point A in Figure 4.1 on page 45

**Students led into an ocean of learning through the Internet**

- To enable students to have a deeper understanding in the study of Elective Part II "Theme parks and attractions", the teacher recommends the following websites:

  Site 1: *Theme Park City* (www.themeparkcity.com)

  Background information: It provides a comprehensive listing of theme parks, amusement parks, water parks and zoos in the United States (by state), Canada and Europe. It also provides directories for circuses and carnivals.

  Site 2: *Theme Park Insider* (www.themeparkinsider.com)

  Background information: It provides a listing of theme parks in the United States (by state), Canada, Europe, Japan and Australia. It also provides directories for circuses and carnivals. Ask them to work first on their own, and then in pairs, to carry out initial research on a topic of interest to them through the following activity:

- Compare the similarities and differences in the information collected from the two websites below.

- State three reasons for choosing website (a) or (b) to introduce to a friend who is a theme park enthusiast.

In this way, the students engage in thinking through the initial independent enquiry, then discuss, exchange views and negotiate through pair work. They present what they have learned, demonstrate their expertise, share opinions with their classmates and, in the process, enhance their self-esteem. This allows the teacher to see clearly students' level of understanding and what interests them.

Adapted from Powers, T., & Barrows, C. W. (2006). *Introduction to management in the hospitality industry* (8th ed.). Hoboken, NJ: John Wiley and Sons, Inc.

This example illustrates point B in Figure 4.1 on page 45

**An example of an enquiry learning on sustainable tourism development in Tai O**

This field trip uses an enquiry learning strategy to help students develop investigative and thinking skills. The flow of the field trip is outlined below:

**Preparation – pre-trip planning (teachers)**
- Make a preparatory visit to Tai O.
- Prepare the pre-trip and post-trip questionnaires to measure the changes in students' knowledge, skills and attitudes.
- Prepare an activity sheet(s) for students to complete during the visit.
- Prepare enquiry-based questions for students to answer after the field trip.

**Preparation – pre-trip planning (students)**
- Students form groups to gather information on Tai O using newspapers, guide books and the Internet, etc.
- They complete the pre-trip questionnaire on Tai O based on the information gathered and their perceptions of Tai O.

**The visit**
- The visit involves students in investigating the social, environmental and economic impact of tourist activities on Tai O. The investigations include interviews with some local people and shop-owners. Exploratory visits to the local community centre and both artificial and natural tourist attractions enable students to conduct an impact assessment of tourist activities on Tai O based on personal observations.

**Follow-up**
- The follow-up to the site visit is just as important as the field trip as it allows students to share their experiences with the class, and each group is required to do so.
- Students have to answer enquiry-based questions after the visit which helps them to explore what they have perceived to be the impact of tourist activities on the community. The following are some sample questions:
  - What is the issue or problem?
  - Whom does it involve?
  - Why does it arise in Tai O?
  - What significance does it have for my life and that of the Tai O community?
  - What decisions does it involve, who loses and gains from them, and why?
  - What is the relationship among the people involved in this issue or problem?
  - What alternatives to the issue or problem are at hand?

**An example of a role-play competition on "The Best Tour Guide of 2005"**

A teacher from the United Christian College (Kowloon East) arranged for the S5 Travel and Tourism students to participate in a role-play competition entitled "The Best Tour Guide of 2005". The competition had the following aims:

- to promote active learning through a role-play approach which leads to a more exciting learning environment, and enhances students' knowledge acquisition and skills retention;

- to apply generic skills to an authentic situation so that students learn how to put theory into practice;

- to illustrate the multi-disciplinary nature of tourism by formulating a commentary which draws together the social, economic and environmental issues; and

- to create an industry setting in a tourism lesson where students can simulate the setting and any problems that may arise.

To cater for student diversity, the teacher prepared a list of attractions from which students could choose. Some attractions were more difficult and required a greater effort. Students were allowed to conduct their role-play exercise in the classroom or anywhere within the school. Regardless of the venue, they had to play the role of a tour guide and act as if they were conducting a coach tour. The students' commentaries were evaluated by fellow classmates in terms of the quality and interest of content, communication skills and the ability to answer questions from other students (the tourists).

# Other learning and teaching strategies

| | **Strengths** | **Limitations** | **Areas of application** (curriculum framework) |
|---|---|---|---|
| **Case studies** | • Develop analytical and problem-solving skills<br><br>• Allow for exploration of solutions for complex issues | • Students may not see the relevance to their own situation.<br><br>• Insufficient information can lead to inappropriate results. | • Module V |
| **Demonstrations** | • Cater for visual learners in a stimulating and motivating learning<br><br>• Enrich a text-centred teaching strategy with demonstrations which help students to understand concepts that are difficult to explain verbally | • May be difficult to find relevant multimedia resources for demonstrations | • Module I and Module II in particular Unit 3<br><br>• Module II in particular the Food and Beverage sector<br><br>• Module IV |
| **Guest speakers** | • Motivate students by giving personalised examples<br><br>• Provide first-hand and real-life information to students | • May be difficult to find good speakers<br><br>• A possibility of a mismatch between expectations of speaker and students | • Module V<br><br>• Module I and Module II in particular Unit 2 |
| **Report-back sessions** | • Give students a chance to reflect on their field work experience | • Can be repetitive if students keep saying the same thing | • Module III |

## Planning Site Visits and Excursions
### (Extract from the World Heritage in Young Hands. To know, cherish and act. - UNESCO 1998;   http://whc.unesco.org/en/educationkit/#downloadkit)

**Visits to Sites and Museums**

An exciting feature of World Heritage education is the opportunity it offers to bring young people out of the classroom and have them visit sites and museums in their community, the country, or abroad. For optimum impact the visits require careful planning, effective organisation and follow-up activities.

**Site excursions**

Experience has shown that one of the culminating moments of World Heritage education is a visit to a World Heritage site. The following practical steps can lead to a very memorable experience for both teachers and learners:

**Preparation**

Sufficient preparation is a prerequisite for a successful site visit. This involves:
- a preparatory visit to the site by the teacher(s)
- preparing a before and an after-the-visit a questionnaire in order to measure the change in students' knowledge, attitudes, skills and behaviour about the site
- preparing students for special types of activities, such as recreating the past, telling stories and legends about the site or making drawings of it
- planning the work that students will be asked to do as follow-up to their visit.

**Pre-visit**

Try to involve a team (as large as possible) of teachers from as many disciplines as possible to help you prepare your students for their visit. The history teacher, for example, could provide information about the site throughout the ages; the geography teacher could point out special features about the site's location and its geographical features; the language teacher could provide special texts (literary, poetic, dramatic); the art teacher could invite students to draw pictures or produce scale models of the site; the mathematics teacher could ask students to calculate how a cultural site was built, or the approximate number of species a natural site contains; the science teacher could acquaint students with possible threats to the site from tourism.

Make the visit an unforgettable experience for students by inviting them to dress in traditional clothing, bringing ancient or traditional music with you or having the students

sing it, inviting a special guest (a surprise for the students). Inquire if the site has an Education Officer to assist you in planning the visit.

If some educational material has already been produced about the site, use it with your students prior to the visit. Gather all the practical information you need (such as the price of admission, opening and closing hours, permission to take photographs, availability of food or snacks, souvenir shops, rest rooms, first aid), and check whether all the students can be accommodated at the same time, or if they should be divided into groups.
Prepare Student Activity Sheets to be completed during the site visit and collect all materials and equipment needed for the visit, such as writing and drawing paper, cameras and pencils.

If you have a video recorder, the visit could be taped and a video programme produced to be shown afterwards to students, parents and others.

**The site visit**

Try to foresee a variety of types of activity during the site visit, such as making drawings or taking photos, carrying out interviews (with site guides or personnel or among the students themselves), preparing an individual student's journal of the visit, producing a video, allowing rest and recreation (for example, a song festival, a special snack prepared by parents and shared with site workers). Bring a small gift and have students present it to the site manager to say thank you on leaving.

**Follow-up to the site visit**

The follow-up to the visit is just as important as the preparations, to allow students to assimilate their experience and to share it with others. Suggestions for follow-up include:

- Discuss with your students what they saw and learned, including what they liked most and least.
- Propose a new research project to students, such as how to improve the site to promote tourism while protecting it, examine possible threats to the site and eventual solutions, make proposals for young guides to help with tourist management.
- Invite students to make larger paintings or sculptures based on their sketches and drawings, and exhibit their work.
- Encourage students to develop photographs taken during the visit and set up an exhibition where students or parents could select several of the best heritage pictures, and provide small gifts for the winners.
- Invite students to write an article on their visit for a school and/or a local/national newspaper.
- Ask students to propose other site visits.

**Museum visits**

Visits to museums are another important aspect of World Heritage education and museum personnel can be useful partners to teachers. Museums are often the only places where evidence of a particular cultural or natural feature can be seen and studied.

For schools which are not located near a museum, other local places, local people, parents and grandparents can play instrumental roles in recalling the past and linking the past to the present.

**Special talks during museum visits**

Some museums are enormous and hold thousands of objects and artefacts, too many for young people to assimilate and appreciate during one visit. Hence some teachers prefer to focus on a particular theme or topic for their museum visit and arrange for a special lecturer (someone who is both knowledgeable and entertaining).

**Investigating a museum object**

Prior to a museum visit, each student could be given one object to observe and investigate in depth, particularly during the visit. The Student Activity Sheet, investigating a museum object, could be given to each student to guide them in the task. After the visit, in the classroom, the students could present their findings.

**Visits to craft workshops**

Some types of craft (for example, pottery) seen in museums are still being made today by craftspeople whose art has been passed down from one generation to another for decades or even centuries. By organizing visits to craft workshops, students can touch and see for themselves how traditional crafts, which they have seen in museums, are still being made today. They can thus understand the linkages between their identity, heritage (including World Heritage) and local crafts.

**An experience of catering for learner diversity**

A teacher from a school shared the following experience of helping a class of mixed ability Travel and Tourism students to participate in group discussion.

- In grouping students, attention was paid to ensuring a balanced composition of members with higher ability, average ability and learning difficulties.

- Each student in the group was assigned a role, e.g. a recorder, a leader or a presenter, to develop a sense of responsibility and accountability.

- Experience showed that when a student with learning difficulties was assigned a significant role, she/he often experienced a sense of achievement after completing the task.

- Group discussion activity designed as a competition event usually increased students' enthusiasm and involvement greatly.

- In the debriefing session, the teacher praised the students for their hard work in fulfilling their roles in the discussion.

**An experience of helping higher ability students to fulfill their potential**

A teacher from a school designed a role-play for Travel and Tourism students of higher ability. The role-play was conducted outside the classroom with the assistance of a registered tour guide. It involved a one-day Lantau Island tour. The itinerary covered the major tourist attractions including Tai O, Tung Chung Fortress and Po Lin Monastery.

On the day of the tour, students performed the role of tour guides and were responsible for planning the itinerary and group management. They also had to present commentaries on the assigned routes and attractions in the trip. In the pre-trip preparation stage, the teacher suggested relevant websites and brochures for preparing the commentaries. To make the task more demanding, students were not informed in advance which routes or attractions to present. This posted a challenge to the students and motivated them to investigate the topic more thoroughly and prepare for unfamiliar situations.

To deepen students' learning experience, a registered tour guide was invited to join the tour to give demonstrations and evaluate the students, and thus facilitate the students' learning of good tour-guiding techniques, which they might not have learned if they had worked by themselves.

**The Relationship between learning and teaching resources and pedagogical strategies**

| Resources / Modes of Pedagogies | IT (The Internet and digital resources such as CD-ROMs and interactive media) | Images (Brochures, illustrations, pictures and posters) | Textbooks |
|---|---|---|---|
| **Direct Instruction** | Less motivated groups and more visual learners respond well to the use of interactive media as it can sustain their attention. | Enriching a text-centred teaching strategy with images will help visual learners to understanding concepts that are difficult to explain verbally.<br><br>In catering for learners' diversity, images are useful aids for learners with limited verbal understanding.<br><br>Images can be effective for topics such as destination geography, menu design, and accommodation products. | Good textbooks are reliable learning and teaching resources for engaging students in teacher-led learning.<br><br>Textbooks provide students with a framework for learning which is suitable for text-centred learners who rely on concrete examples. |
| **Group Discussion** | Audio-visual aids employed in teaching practical skills, such as customer services, food theory, food safety and personal hygiene. They can help students to clarify concepts for further discussion of issues related to the provision of professional services. | Images prompt ideas, emotions and responses in students better than words do. This enhances students' creative thinking skills, and helps them to formulate inquiry questions for discussion. | Scenarios, case studies and learning activities enriched with real examples quoted in textbooks can help students to understand and analyse concepts or theories through discussion, role-play and enquiry learning. |
| **Role-play** | Role-play allows verbal learners to play the characters in the AV aids, and can strengthen students' understanding of the concepts or procedures being studied, as well as offer them the opportunities to put theory into practice. | Images can engage feelings, particularly in role-play. They raise students' interest in particular information so that they are keen to engage in enquiry learning experiences/activities. | |
| **Other enquiry learning activities** | Video recordings during field visits can be used in debriefing sessions to promote student discussion.<br><br>The Internet allows students and teachers to access large amounts of quantitative data and factual information for enquiry learning on major tourism and hospitality concepts and issues, such as sustainable tourism development, and the impact of tourism development. | | |

**Example of the learning and teaching resources**

When conducting role-plays, students can make use of both digital and non-digital learning resources in preparing travel itineraries, planning tours and making MICE arrangements for the customers. The digital resources include the Internet, and it is useful for looking up information about destinations, airlines, hotels and car rental information. The GDS (Global Distribution System) is a yield management system specialising in financial costing, sales forecasting and reservations. Non-digital resources include magazines, maps, reference books, and brochures for students to practise their customer services and marketing skills in selling tours and/or accommodation products to customers.

As a customer relations officer, students can use their IT skills to help to meet guests' needs. Through learning activities in this area, students can become competent in using computers to collect, consolidate and present information to hotel guests in the form of reports and multimedia presentations.

In view of the increasing use of IT in tourism and hospitality lessons, it is suggested that the school administration can consider designating a classroom for THS. This classroom can consider having a learning corner with industry journals/magazines, free computer-based Applications (Apps), free web-based demonstrations of GDS and Property Management System (PMS) in enabling students to understand tourism and hospitality concepts more easily through the use of IT resources.

# Glossary

| Term | Description |
| --- | --- |
| **Applied Learning (ApL, formerly known as Career-oriented Studies)** | Applied Learning (ApL, formerly known as Career-oriented Studies) is an essential component of the senior secondary curriculum. ApL uses broad professional and vocational fields as the learning platform, developing students' foundation skills, thinking skills, people skills, values & attitudes and career-related competencies, to prepare them for further studies and / or for work as well as for lifelong learning. ApL courses complement 24 senior secondary subjects, diversifying the senior secondary curriculum. |
| **Biliterate and trilingual** | Capable of reading and writing effectively in Standard Written Chinese, English and to use Cantonese, Putonghua and spoken English. The language education policy of Hong Kong is to enable the Hong Kong students to become biliterate (in written Chinese and English) and trilingual (in Cantonese, Putonghua and spoken English). |
| **Co-construction** | Different from the direct instruction and construction approaches to learning and teaching, the co-construction approach emphasises the class as a community of learners who contribute collectively to the creation of knowledge and the building of criteria for judging such knowledge. |
| **Core subjects** | Subjects recommended for all students to take at senior secondary level: Chinese Language, English Language, Mathematics and Liberal Studies. |
| **Curriculum and Assessment (C&A) Guide** | A guide prepared by the CDC-HKEAA Committee. It embraces curriculum aims / objectives / contents and learning outcomes, and assessment guidelines. |

| Term | Description |
|---|---|
| **Curriculum interface** | Curriculum interface refers to the interface between the different key stages/educational stages of the school curriculum (including individual subjects), e.g. the interface between Kindergarten and Primary; Primary and Secondary; and Junior Secondary and Senior Secondary. The Hong Kong school curriculum, made up of eight key learning areas (under which specific subjects are categorised), provides a coherent learning framework to enhance students' capabilities for whole-person development through engaging them in the five essential learning experiences and helping them develop the nine generic skills as well as positive values and attitudes. Thus when students move on to senior secondary education, they will already have developed the basic knowledge and skills that the study of various subjects requires. When designing the learning and teaching content and strategies, teachers should build on the knowledge and learning experiences students have gained in the previous key stages. |
| **Elective subjects** | A total of 20 subjects in the proposed new system from which students may choose according to their interests, abilities and aptitudes. |
| **Generic skills** | Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem solving skills, self-management skills and study skills. |
| **Hong Kong Diploma of Secondary Education (HKDSE)** | The qualification to be awarded to students after completing the three-year senior secondary curriculum and taking the public assessment. |
| **Internal assessment** | This refers to the assessment activities that are conducted regularly in school to assess students' performance in learning. Internal assessment is an inseparable part of the learning and teaching process, and it aims to make learning more effective. With the information that internal assessment provides, teachers will be able to understand students' progress in learning, provide them with appropriate feedback and make any adjustments to the learning objectives and teaching strategies they deem necessary. |

| Term | Description |
|---|---|
| **Key Learning Area (KLA)** | Organisation of the school curriculum structured around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students in the essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education. |
| **Knowledge construction** | This refers to the process of learning in which learners are involved not only in acquiring new knowledge, but also in actively relating it to their prior knowledge and experience so as to create and form their own knowledge. |
| **Learner diversity** | Students are individuals with varied family, social, economic and cultural backgrounds and learning experience. They have different talents, personalities, intelligence and interests. Their learning abilities, interests and styles are, therefore, diverse. |
| **Learning community** | A learning community refers to a group of people who have shared values and goals, and who work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community. |
| **Learning differences** | This refers to the gaps in learning that exist in the learning process. Catering for learning differences does not mean rigidly reducing the distance between the learners in terms of progress and development but making full use of their different talents as invaluable resources to facilitate learning and teaching. To cater to learners' varied needs and abilities, it is important that flexibility be built into the learning and teaching process to help them recognise their unique talents and to provide ample opportunities to encourage them to fulfil their potential and strive for achievement. |
| **Learning outcomes** | Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching. |
| **Level descriptors** | A set of written descriptions that describe what the typical candidates performing a certain level is able to do in public assessments. |

| Term | Description |
|---|---|
| **Other learning experiences** | For whole person development of students, 'Other Learning Experiences' (OLE) is one of the three components that complement the examination subjects and Applied Learning (formerly named as Career-oriented Studies) under the Senior Secondary Curriculum. It includes Moral and Civic Education, Aesthetics Development, Physical Development, Community Service and Career-related Experiences. |
| **Public assessment** | The associated assessment and examination system for the Hong Kong Diploma of Secondary Education. |
| **School-based curriculum** | Schools and teachers are encouraged to adapt the central curriculum to develop their school-based curriculum to help their students achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between official recommendations and the autonomy of the schools and teachers. |
| **Standards-referenced Reporting** | Candidates' performance in public assessment is reported in terms of levels of performance matched against a set of standards. |
| **Student learning profile** | It is to provide supplementary information on the secondary school leavers' participation and specialties during senior secondary years, in addition to their academic performance as reported in the Hong Kong Diploma of Secondary Education, including the assessment results for Applied Learning courses, thus giving a fuller picture of the student's whole person development. |
| **Values & attitudes** | Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help form principles underlying human conduct and critical judgment, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum. |

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**Tourism and Hospitality Related Organizations**
旅遊與款待相關機構

| Address | Name |
|---|---|
| http://www.china.org.cn/english/TR-e/33.htm | China.com - Travel |
| http://www.china.com.cn/chinese/TR-c/1722.htm | 中國網 |
| http://www.travelweekly.com | Travel Weekly |
| http://www.atwonline.com | Air Transport World |
| http://www.meetingsnet.com/associationmeetings | Association Meetings Magazine |
| http://www.btonline.com | Business Traveller |
| http://www.hkctp.com.hk | 中國旅遊 |
| http://www.traveler.com.cn | 旅行家 |
| http://www.lonelyplanet.com | Lonely Planet |
| http://www.meetingsnet.com | Meetings Net's |
| http://www.specialevents.com | Special Events Magazine |
| http://www.icca.nl | International Congress and Convention Association (ICCA) |
| http://www.culinarycafe.com | Culinary I |
| http://www.cooksrecipes.com/cooking-dictionary/cooking-dictionary.html | The Cooks Recipes.com |
| http://www.foodsubs.com | The Cook's Thesaurus |
| http://www.geog.nau.edu/igust/asiatour/research.html | Asia Tourism Research |
| http://www.waksberg.com/research.htm | Tourism research links |
| http://www.cnta.gov.cn | China National Tourism Administration (CNTA) |
| http://www.education.ntu.edu.tw/school/geog/teachdata/teachdata-trip.htm | 地理科中學教師進修網站 – 教學資料庫 |
| http://www.cotsa.com/cotsa/ | China Online Tourism Studies Association - 旅遊研究網 |
| http://www.education.ntu.edu.tw/school/geog/teachdata/teachdata-trip.htm | 地理科中學教師進修網站 – 教學資料庫 |
| http://beabroda.com/video/ | Travel Video for Module III - Destination Geography |
| http://www.ahla.com | American Hotel & Lodging Association |
| http://www.istte.org | International Society of Travel and Tourism Educators |
| http://www.ecotourism.org | The International Ecotourism Society |
| http://www.sptourism.net | Sports Tourism International Council |
| http://www.hkha.org | Hong Kong Hotels Association (HKHA) |

| Address | Name |
| --- | --- |
| http://www.iata.org | International Air Transport Association (IATA) |
| http://www.site-intl.org | Society of Incentive & Travel Executives (SITE) |
| http://www.ufinet.org | (UFI)-The Global Association of the Exhibition Industry |
| http://en.unesco.org. | United Nations Educational Scientific and Cultural Organization - UNESCO |
| http://unep.org | United Nations Environment Programme - UNEP |
| http://www.unwto.org | United Nations World Tourism Organization (UNWTO) |
| http://unstats.un.org/unsd/publication/Seriesm/SeriesM_83rev1e.pdf | UNWTO International Recommendations for Tourism Statistics 2008 |
| https://s3-eu-west-1.amazonaws.com/staticunwto/Statistics/Glossary+of+terms.pdf | United Nations World Tourism Organization (UNWTO) 2014 Glossary of Tourism Terms |
| http://www.discoverhongkong.com/cruisesouthchina/eng/index.html | Cruise South China: Sail to five Chinese places with diverse attractions |
| http://video.epicurious.com/series | Epicurious |
| http://minisite.proj.hkedcity.net/edbosp-pshe/eng/learning_and_teaching_resources/index.html | EDB One-stop Portal for Learning and Teaching Resources |
| http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/nss-curriculum/tourism-and-hospitality-studies/World%20Heritage%20IFT.pdf | "Cultural Heritage of Macau": UNESCO World Heritage Committee in protecting and assessing the world cultural and natural heritage |
| http://statistics.unwto.org/content/faqs | Frequently Asked Questions |
| http://www.wttc.org | The World Travel & Tourism Council (WTTC) |
| http://www.nationalgeographic.com | National Geographic Society |
| http://partnernet.hktb.com | Hong Kong Tourism Board |
| http://www.qtsa.com | Quality Tourism Services Association |
| http://www.tichk.org | Travel Industry Council of Hong Kong (TIC) |
| http://www.pata.org | Pacific Asia Travel Association (PATA) |
| http://www.tdctrade.com | Hong Kong Trade Development Council |
| http://www.chinata.com.cn | China Tourism Association |
| http://www.tourismconcern.org.uk | Tourism Concern |

| Address | Name |
|---|---|
| http://mehongkong.com/eng/index.html | Meetings & Exhibitions Hong Kong |
| http://www.tourism.gov.hk | Tourism Commission of the Government of the HKSAR |
| http://www.hkairport.com | Hong Kong International Airport |
| http://www.cfs.gov.hk/english/multimedia/multimedia_pub/multimedia_pub_fsf.html | Food Safety Focus Centre for Food Safety |

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## 9. World Wide Web – 萬維網

**Tourism and Hospitality Related Organizations**
旅遊與款待相關機構

| Address | Name |
| --- | --- |
| http://www.china.org.cn/english/TR-e/33.htm | China.com - Travel |
| http://www.china.com.cn/chinese/TR-c/1722.htm | 中國網 |
| http://www.cnta.com/lyen/index.asp | China Tourism |
| http://www.travelweekly.com | Travel Weekly |
| http://www.atwonline.com | Air Transport World |
| http://www.meetingsnet.com/associationmeetings | Association Meetings Magazine |
| http://www.btonline.com | Business Traveller |
| http://www.hkctp.com.hk | 中國旅遊 |
| http://www.traveler.com.cn | 旅行家 |
| http://www.cnta.com/lyen/index.asp | China Tourism |
| http://travel.mook.com.tw/index/ | MOOK 自遊自在 |
| http://www.lonelyplanet.com | Lonely Planet |
| http://www.meetingsnet.com | MeetingsNet's |
| http://www.specialevents.com | Special Events Magazine |
| http://www.icca.nl | International Congress and Convention Association (ICCA) |
| http://www.culinarycafe.com | Culinary I |
| http://www.cooksrecipes.com/cooking-dictionary/cooking-dictionary.html | The Cooks Recipes |
| http://www.foodsubs.com | The Cook's Thesaurus |
| http://www.waksberg.com/index.html | Tourism Research Links |
| http://www.cnta.gov.cn | China National Tourism Administration (CNTA) |
| http://beabroda.com/video/ | Travel Video for Module III - Destination Geography |
| http://unstats.un.org/unsd/publication/Seriesm/SeriesM_83rev1e.pdf | International Recommendations for Tourism Statistics 2008 |
| http://www.ahla.com | American Hotel & Lodging Association |
| http://www.iata.org | International Air Transport Association (IATA) |
| http://www.pata.org | Pacific Asia Travel Association (PATA) |
| http://www.unwto.org | United Nations World Tourism Organization (UNWTO) |
| http://unstats.un.org/unsd/publication/Seriesm/SeriesM_83rev1e.pdf | International Recommendations for Tourism Statistics 2008 |
| http://www.wttc.org | The World Travel & Tourism Council (WTTC) |

| Address | Name |
| --- | --- |
| http://www.cotsa.com/cotsa/ | China Online Tourism Studies Association - 旅遊研究網 |
| http://www.ecotourism.org | The International Ecotourism Society |
| http://www.tourismconcern.org.uk | Tourism Concern |
| http://www.nationalgeographic.com | National Geographic Society |
| http://partnernet.hktb.com | Hong Kong Tourism Board |
| http://www.hkha.org | Hong Kong Hotels Association (HKHA) |
| http://www.tichk.org | Travel Industry Council of Hong Kong (TIC) |
| http://www.tdctrade.com | Hong Kong Trade Development Council |
| http://www.hkairport.com | Hong Kong International Airport |
| http://mehongkong.com/tc/index.html | 香港會議及展覽拓展 |
| http://www.cfs.gov.hk/english/multimedia/multimedia_pub/multimedia_pub_fsf.html | Food Safety Focus Centre for Food Safety |

# Membership of the CDC-HKEAA Committee on Tourism and Hospitality Studies (Senior Secondary)

(From November 2003 to September 2013)

| | | |
|---|---|---|
| **Chairperson:** | Prof TSE Ching Yick, Eliza | (from 2003) |
| **Members:** | Dr AP John | (from December 2004) |
| | Mrs CHAN Alice | |
| | Mr CHENG Chin Hung | (until October 2004) |
| | Ms HO Yuk Yee | |
| | Mr LAI Chi Wing | |
| | Mrs LEE Grace | (until November 2007) |
| | Ms LUI Betty | (until September 2012) |
| | Mr MAK Kai Ping | |
| | Dr MAK Lui Ming, Barry | |
| | Mr THAM Sui Ki, Tommy | (until October 2007) |
| | Mr WONG Chi Yan, Alan | (until November 2004) |
| | Ms WONG Fung Yee | |
| | Ms WONG Sau Lin | |
| | Dr WONG Sin Ying, Lillian | (until October 2004) |
| | Ms WONG Wun Yee | |
| | Ms YEUNG Sin Nam | (until June 2008) |
| **Ex-officio Members:** | Mrs HO WONG Shiu Fung, Alice (EDB) | (until June 2008) |
| | Mr WONG Wang Fai (EDB) | (until May 2004) |
| | Mr CHOW Shiu Cheung (HKEAA) | (from April 2004) |
| | Ms MOK Wai Han (HKEAA) | (until March 2004) |
| | Ms. Agnes Chau (EDB) | (until 2010) |
| | Mr. C.K Woo (EDB) | (from October 2011) |
| **Secretary:** | Mr MELBYE, Ronald (EDB) | (from 2003) |

# Membership of the CDC-HKEAA Committee on Tourism and Hospitality Studies

(From September 2013 – August 2015)

| | |
|---|---|
| **Chairperson:** | Prof Bob MCKERCHER |
| **Members:** | Mr Josiah CHAN |
| | Dr CHEUNG Siu-kau |
| | Ms CHUI Sau-yan |
| | Mr LAI Chi-wing |
| | Dr MAK Lui-ming, Barry |
| | Ms NG Ka-wing |
| | Ms WONG Fung-yee, Patience |
| | Mr YU Ka-yiu |
| **Ex-officio Members:** | Mr WOO Chun-kit, Keith　(EDB) |
| | Mr CHOW Shiu-cheung　(HKEAA) |
| **Secretary:** | Mr Ronald MELBYE　(EDB) |

# Membership of the CDC-HKEAA Committee on Tourism and Hospitality Studies

(From September 2015 – August 2017)


**Chairperson:**    *Pending*

**Members:**

Prof. Bob McKercher

Prof. FUNG Ka Yiu

Dr Josiah CHAN

Ms CHUI Sau Yan

Mr CHUEN Chi Ming, Rainer

Mr LIU, Wai Ki

Ms YEUNG, Li Yin

Mr YU Ka Yiu


**Ex-officio Members:**   Mr WOO Chun-kit, Keith (EDB)

Mr OR Albert (HKEAA)


**Secretary:**    Mr Ronald MELBYE (EDB)