

Law Ting Pong Secondary School
Tourism and Hospitality Studies (S4)
Course Outline (2020-2021)

General Description

In Hong Kong, the tourism and hospitality industry has taken on a role of growing importance in local economy. THS provides students with a solid foundation of knowledge about the industry. It can also help students develop generic skills such as communication, information-processing, problem solving and decision-making. By providing a wide range of learning experiences, the study of THS enables students to explore different pathways for further study and careers and develop a positive attitude towards Hong Kong and cultures of other countries.

Learning Objectives

By the end of S4, students will be able to:

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

Themes, Topics and Teaching Schedule

Date	Week	Module
3 Sep – 4 Sep (2 days)	1-2	Introduction to the course and course requirements (e.g. explaining course outline, homework (including ISS) and assessment policy)
Module 1: Introduction to Tourism		
7 Sep – 18 Sep (2 weeks)	2-3	UNIT 1: Basic Tourism Concepts <u>Learning Targets:</u> By the end of this unit, students should be able to: <ul style="list-style-type: none"> • explain travel and tourism as an integrated discipline • identify the factors that encourage and prohibit the development of tourism • describe the career prospect in the tourism sector

		<p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Draw the Integrated Modal of Tourism - Presentation – factors that encourage/prohibit the Development of Tourism - Research on Careers in the Tourism Sector and present the findings
21 Sep – 30 Oct (6 weeks)	4-9	<p>UNIT 2: Tourism and Tourists</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • distinguish between ‘travel’ and ‘tourism’ • explain the different definitions and meanings of ‘tourists’ • describe the behaviour of a responsible tourist • identify tourists’ concerns and special needs during travel • illustrate different forms of travel and their differences • describe the four main types of tourists classified by Cohen • describe the three main types of tourists classified by Plog • explain tourists or potential tourists’ desire to travel with respect to the concept of tourist flows • explain and apply the different theories of travel motivations <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Analyse data-based questions - Research on different forms of travel and travel motivations and present the findings - Case study: identify the push and pull factors of travel motivations - Read a newspaper article about how Hong Kong can be affected by tourist flows <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - Essay writing
2 Nov - 6 Nov (1 week)	10	<p>UNIT 3: Tourism Planning</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • name different tourism products and identify their characteristics <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Research on different tourism products and identify their characteristics

TERM BREAK (9 Nov – 13 Nov)		
16 Nov – 4 Dec (3 weeks)	12-14	<p>UNIT 3: Tourism Planning (continue)</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • describe the role and importance of planning in destination development • explain the characteristics of the Product Life Cycle (PLC) and its feasibility in studying the development of a destination (Butler’s Destination Life Cycle) • analyse the performance of Hong Kong Ocean Park using the Butler’s Destination Life Cycle • outline the major considerations in tourism planning through examining the concepts of tourism carrying capacity <p><u>Examples of Formative Assessment</u></p> <p>-Case study: analyse and evaluate the performance of Hong Kong Ocean Park (Butler’s Destination Life Cycle)</p> <p>- Research on different types of tourism carrying capacity and design a poster to illustrate the concepts with daily examples</p> <p><u>Continuous Assessments</u></p> <p>- Essay writing (An essay on the application of Butler’s Destination Life Cycle)</p>
7 Dec – 18 Dec (2 weeks)	15-16	<p>UNIT 4: Sectors of the Tourism Industry and Distribution Channels</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • identify and name the major sectors of the tourism industry and their roles (i.e. hospitality; transportation; private and public) • describe different types of distribution channels
Christmas and New Year Holiday (23 Dec – 2 Jan)		
4 Jan – 22 Jan (3 weeks)	19-21	<p>UNIT 4: Sectors of the Tourism Industry and Distribution Channels (continue)</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p>

		<ul style="list-style-type: none"> • identify and describe different types of intermediaries (i.e. travel agencies and tour operators) • state the functions and product knowledge of a travel agent <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Research on the roles of private sectors in the tourism industry and present the findings - Write a letter to your friend talking about the requirement of being a travel agent (Creative Writing) <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - A presentation on the major roles of government in tourism development
Mid-year Summative Assessment (25 Jan – 10 Feb)		
Lunar New Year Holiday (11 Feb– 20 Feb)		
22 Feb – 22 Mar (5 weeks)	26-30	<p>UNIT 5: Impact of Tourism</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • evaluate the positive and negative impact of tourism on the host societies including its economic, social and environmental effects <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Draw a mind-map to summarize the impacts of tourism on different aspects - Research on how tourism affects other countries in different aspects - Share newspaper articles about how tourism affects Hong Kong in different aspects <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - Apply concepts to answer Data-based questions
Experiential Learning Week (23 Mar – 26 Mar)		
Easter Holiday (29 Mar – 6 Apr) ; Global Learning Showcase (7 Apr – 8 Apr)		

<p>9 Apr – 30 Apr (3 weeks)</p>	<p>32-35</p>	<p>UNIT 6: The Development of Tourism in Hong Kong</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> ● state the purposes of visit and describe the spending patterns of inbound tourists ● analyse the different aspects of the inbound tourist market ● describe the major role of government in tourism development ● explain and evaluate the role and tasks performed by the Hong Kong SAR Government in developing and promoting tourism ● describe the role and functions of some key local tourism organisations and statutory bodies <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Research on different tourist attractions in Hong Kong and give a presentation - Role Play: Introduce a tourist attraction to tourists. - Present the role and tasks performed by the Hong Kong SAR Government in developing and promoting tourism <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - Essay Writing - Plan a 1-day Hong Kong itinerary
<p>3 May –2 Jun (5 weeks)</p>	<p>36-40</p>	<p>UNIT 7: Meetings, Incentives, Convention, and Exhibitions (MICE) Sector</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> ● describe the types of business MICE represent ● explain the meaning of each sector of MICE ● explain why meetings, incentives, conventions and exhibitions are an important part of the tourism and hospitality industry ● Describe how the different sectors of the tourism industry are involved in hosting MICE (e.g. accommodation, transportation, attractions, and supporting infrastructures) <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Research on the MICE development in Hong Kong and present the findings <p><u>Continuous Assessments</u></p>

		- Apply concept to answer Data-based questions
3 Jun -9 Jun	40-41	Revision
Final Examination (10 Jun – 24 Jun)		
28 Jun – 30 Jun	44	Final Examination Papers Checking

Other Learning Experience

At least 2 tourism and hospitality industry related field trips will be organized this year to allow students to engage in learning outside the classroom. Specific tasks will be given before and after the trips to strengthen and consolidate learning.

Course Materials and Requirements

1. Notebook
2. School-based notes and materials
3. ISS exercise book
4. Folder

Students should bring along all the necessary course materials to lessons. All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/ special case with a parent's signature).

Continuous Assessment (CA), Mid-year Summative Assessment and Final Exam Weightings

S4 Tourism and Hospitality Studies			
Term	Type of assessment	Assessment item	Weighting
I Sep to Jan	Continuous Assessment (30%)	Formative assessment /Summative assessment ● Written homework (15%) ● Quizzes and tests (15%)	50%
	Summative Assessment (10%)	Mid-year Summative Assessment	
II Feb to Jun	Continuous Assessment (30%)	Formative assessment /Summative assessment ● Written homework (15%) ● Quizzes and tests (15%)	50%

	Summative Assessment (30%)	Final examination	
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Level Boundaries and Level Description

Performance Level	THS (%)	Performance Descriptor
Level 1	44 or below	Certain minimal objectives have been achieved. The student has experienced much difficulty in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standard of the school.
Level 2	45-56	The student has achieved some limited objectives. It is evident that the student has experienced difficulty in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standard of the school.
Level 3	57-65	Although the student has difficulties in some areas, there has been measurable achievement and the student is making effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He / she is able to apply them with support. There is occasional evidence of skills of analysis, synthesis and evaluation.
Level 4	66-74	The student had a good understanding of the required knowledge and skills. He / she is able to apply them in normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
Level 5	75-79	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He / she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
Level 5*	80 or above	

Enquires

Should parents have any queries regarding the Secondary 4 Tourism and Hospitality Studies curriculum, please contact Ms Fan Chi Ngan, Frances at 2685 1210.

Law Ting Pong Secondary School
Tourism and Hospitality Studies (S5)
Course Outline (2020-2021)

General Description

In Hong Kong, the tourism and hospitality industry has taken on a role of growing importance in local economy. THS provides students with a solid foundation of knowledge about the industry. It can also help students develop generic skills such as communication, information-processing, problem solving and decision-making. By providing a wide range of learning experiences, the study of THS enables students to explore different pathways for further study and careers and develop a positive attitude towards Hong Kong and cultures of other countries.

Learning Objectives

By the end of S5, students will be able to:

- enhance their awareness of the importance of the tourism and hospitality industry to our society, the nation and the world
- 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
- develop the intellectual capacity for life-long learning through the application of relevant concepts and knowledge in THS to daily situations
- explore pathways for further studies in post-secondary institutions and for career development in the tourism and hospitality industry.

Themes, Topics and Teaching Schedule

Date	Week	Module
3 Sep – 4 Sep (2 days)	1	Introduction to the course and course requirements (e.g. explaining course outline, homework (including ISS) and assessment policy)
Module 1: The Meetings, Incentives, Convention, and Exhibitions (MICE) Sector		
7 Sep – 25 Sep (3 weeks)	2-4	UNIT 1: Meetings, Incentives, Convention, and Exhibitions (MICE) Sector <u>Learning Targets:</u> By the end of this unit, students should be able to: <ul style="list-style-type: none"> • describe the types of business MICE represent • explain the meaning of each sector of MICE • explain why meetings, incentives, conventions and exhibitions are an important part of the tourism and hospitality industry

		<ul style="list-style-type: none"> Describe how the different sectors of the tourism industry are involved in hosting MICE (e.g. accommodation, transportation, attractions, and supporting infrastructures) <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> Research on the MICE development in Hong Kong and present their findings <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> Apply concepts learnt in class to answer Data-based questions
Module 2: Introduction to Hospitality		
28 Sept – 5 Oct (1 week)	6	<p>UNIT 2: Introduction to the hospitality industry</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> tell the characteristics of the hospitality industry, its relationship to the tourism industry and career natures in the industry <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> Role Play: the meaning of hospitality Video Analysis <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> Creative Writing: Write a letter to your friend talking about the pros and cons of working in the hospitality industry
6 Oct – 6 Nov (5 weeks)	6-10	<p>UNIT 3: Introduction to the accommodation sector</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> describe the classification of accommodation establishment and hotels outline the types and characteristics of worldwide and local hotels distinguish between the different types of rooms in a hotel describe different types of room rates which are commonly provided by a hotel <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> Research and give a presentation on special hotels in the world Research on different types of rooms in a hotel Video Analysis

		<p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - Essay writing
<p>Term Break (9 Nov – 13 Nov)</p>		
16 Nov – 27 Nov (2 weeks)	12-13	<p>UNIT 3: Introduction to the accommodation sector (continue)</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • describe the types of hotel guests, including leisure travelers, corporate business • describe the different types of guest requests • identify the four phases of the guest cycle <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Role Play: Demonstrate different types of guest requests in the four phases of the guest cycle <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test
30 Nov – 18 Dec (3 weeks)	14-16	<p>UNIT 4: Introduction to the hotel operations</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • distinguish the various forms of business ownership and modes of management in the accommodation sector • state and evaluate the advantages and disadvantages of both management contracts and franchising • state the major hotel departments and their functions • outline the duties of key executives (e.g. general manager, resident manager)
		<p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Compare and contrast the various forms of business ownership and modes of management in the accommodation sector - Draw a mind-map state the major hotel departments and their functions
<p>Christmas and New Year Holiday (23 Dec – 2 Jan)</p>		

<p>4 Jan – 22 Jan (3 weeks)</p>	<p>19-21</p>	<p>UNIT 5: Introduction to the Rooms Division – Front office operations</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • state the functions and organization of the rooms division • state the functions and organization of the front office department • describe the duties of key front office positions • explain the relationship between the front office department and other departments in a hotel • demonstrate the registration procedure, check-out procedures and process of handling overbooking <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Role Play: Dramatize the registration procedure, check-out procedures and process of handling overbooking - Draw a mind-map to explain the relationship between the front office department and other departments in a hotel - Video Analysis - News Reading <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - Role Play: Registration procedure
<p>Mid-year Summative Assessment (25 Jan – 10 Feb)</p>		
<p>Lunar New Year Holiday (11 Feb – 20 Feb)</p>		
<p>22 Feb – 5 Mar (2 weeks)</p>	<p>26-27</p>	<p>UNIT 6: Introduction to the Rooms Division – Housekeeping operations</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • state the functions and organization of the housekeeping department • describe the duties of key housekeeping positions • explain the relationship between the housekeeping department and other departments in a hotel • list the cleaning tasks of guest rooms and public areas • name the in-room guest supplies and amenities • distinguish the basic room status codes

		<ul style="list-style-type: none"> describe the basic security procedures for handling guests' valuables and keys, suspicious person and lost and found items <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> Design a poster to introduce some basic room status codes Role Play: Dramatize the security procedures for handling guests' valuables and keys, suspicious person and lost and found items Draw a mind-map to state the functions and organization of the housekeeping department <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> Apply concepts learnt in class to answer Data-based questions
15 Mar – 22 Mar (1 week)	29-30	<p>UNIT 7: Introduction to the Food and Beverage sector</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> state the functions and organization of the food and beverage department describe the duties of key food and beverage positions outline the relationship between food and beverage department and other departments in a hotel <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> Draw a mind-map to explain the relationship between food and beverage department and other departments in a hotel
Experiential Learning Week (23 Mar – 26 Mar)		
Easter Holidays (29 Mar – 6 Apr) & Global Learning Showcase (7 Apr – 8 Apr)		
9 Apr – 23 Apr (2 weeks)		<p>UNIT 7: Introduction to the Food and Beverage sector</p> <p>(continue)</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> describe the classification of food and beverage services based on market segments (types of customers) state the common examples of food and beverage services and their characteristics

		<p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> • Present the common examples of food and beverage services and their characteristics
26 Apr – 14 May (3 weeks)	35-37	<p>UNIT 8: Food and Beverage service principles</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • distinguish the different types of menu • explain the objectives of menu • describe factors that should be considered in menu planning • outline the basic methods of menu pricing • outline the basic factors of menu and design • explain the design and layout of a restaurant and how they are related to operations • describe restaurant ambience and identify the elements of ambience • set a table properly • state the factors affecting the design of a kitchen <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Design a menu based on the principles learnt in the class - Set a table properly according to the principles - Video Watching: Setting a proper table - Research on different restaurants; identify their elements of ambience and evaluate their effectiveness - News Reading about issues in Food and Beverage Sector <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - Design a menu - Set a table - A unit test - Essay Writing
17 May – 28 May (2 weeks)	38-39	<p>UNIT 9: Food Safety and Personal Hygiene</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • describe the different types of food contamination, causes of food-borne illness and their preventive measures • justify the importance of food safety in a food service establishment

		<ul style="list-style-type: none"> • apply the ‘Five Keys to Food Safety’ in each stages of food handling procedures to ensure food safety • list the good food handling and storage procedures and explain the reasons of cross contamination of food items • list and be familiar with the general employee personal hygiene standards and safety procedures of the food and beverage sector. <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Presentation on different types of food contamination, causes of food-borne illness and their preventive measures - Design a poster about the ‘Five Keys to Food Safety’ in each stages of food handling procedures - Watch videos about food safety (e.g. ‘Five Keys to Food Safety; food handling and storage procedures; introduction to cross contamination of food items) - News Reading about issues in Food and Beverage Sector <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test - Essay writing
Module 2: Destination Geography		
31 May – 9 Jun (2 weeks)	40-41	<p>UNIT 10: World Geography, Attractions & Tourism Regions</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • explain some basic geographical features of the world (e.g. Time zones, Climate, Location, Hemisphere, Latitude and Longitude) • describe the role and functions of attractions <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Map Analysis - Calculation of Time Difference / Time Travel - Research and present on the different destinations in the world
Year End Exam		
(10 Jun – 24 Jun)		
28 Jun – 30 Jun	44	Exam Paper Checking

Other Learning Experience

At least 1 tourism and hospitality industry related field trips will be organized this year to allow students to engage in learning outside the classroom. Specific tasks will be given before and after the trips to strengthen and consolidate learning.

Course Materials and Requirements

1. Notebook
2. School-based notes and materials
3. Folder

Students should bring along all the necessary course materials to lessons. All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/ special case with a parent's signature).

Continuous Assessment (CA), Mid-year Summative Assessment and Final Exam Weightings

S5 Tourism and Hospitality Studies			
Term	Type of assessment	Assessment item	Weighting
I Sep to Jan	Continuous Assessment (30%)	Formative assessment /Summative assessment ● Written homework (15%) ● Quizzes and tests (15%)	50%
	Summative Assessment (10%)	Mid-term test	
II Jan to Jun	Continuous Assessment (30%)	Formative assessment /Summative assessment ● Written homework (15%) ● Quizzes and tests (15%)	50%
	Summative Assessment (30%)	Final examination	

Level Boundaries and Level Description

Performance Level	THS (%)	Performance Descriptor
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Level 1	44 or below	Certain minimal objectives have been achieved. The student has experienced much difficulty in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standard of the school.
Level 2	45-56	The student has achieved some limited objectives. It is evident that the student has experienced difficulty in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standard of the school.
Level 3	57-65	Although the student has difficulties in some areas, there has been measurable achievement and the student is making effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He / she is able to apply them with support. There is occasional evidence of skills of analysis, synthesis and evaluation.
Level 4	66-74	The student had a good understanding of the required knowledge and skills. He / she is able to apply them in normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
Level 5	75-79	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He / she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
Level 5*	80 and above	

Enquires

Should parents have any queries regarding the Secondary 5 Tourism and Hospitality Studies curriculum, please contact Ms Fan Chi Ngan, Frances at 2685 1210

Law Ting Pong Secondary School
Tourism and Hospitality Studies (S6)
Course Outline (2020-2021)

General Description

In Hong Kong, the tourism and hospitality industry has taken on a role of growing importance in local economy. THS provides students with a solid foundation of knowledge about the industry. It can also help students develop generic skills such as communication, information-processing, problem solving and decision-making. By providing a wide range of learning experiences, the study of THS enables students to explore different pathways for further study and careers and develop a positive attitude towards Hong Kong and cultures of other countries.

Learning Objectives

By the end of S6, students will be able to:

- enhance their awareness of the importance of the tourism and hospitality industry to our society, the nation and the world
- understand and evaluate the local and international tourism and hospitality trends and issues, and their social, economic and environmental impact
- 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
- develop the intellectual capacity for life-long learning through the application of relevant concepts and knowledge in THS to daily situations
- explore pathways for further studies in post-secondary institutions and for career development in the tourism and hospitality industry.

Themes, Topics and Teaching Schedule

Date	Week	Module
3 Sep – 4 Sep (2 days)	1	Introduction to the course and course requirements (e.g. explaining course outline, homework (including ISS) and assessment policy)
Module 1: Customer Relations and Services		
7 Sep – 25 Sep (3 weeks)	2-4	UNIT 1: Customer Services <u>Learning Targets:</u> By the end of this unit, students should be able to: <ul style="list-style-type: none"> • describe and explain customer relations and services by examining Parasuraman’s five service dimensions – ‘RATER’

		<ul style="list-style-type: none"> • identify the personal attributes of a customer service professional, including grooming and quality • describe the basic differences between Eastern and Western traditions • state the role of etiquette in the tourism and hospitality services • describe the basic greeting etiquette (e.g. handshake, bow hug and cheek kissing) <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Case study - News reading about customer relations and services in Hong Kong - Role play - Design a poster about customs and etiquette <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test to students' concept
28 Sept – 9 Oct (2 weeks)	5-6	<p>UNIT 2: Customer relations</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • describe a company's mission on quality customer services and service pledge • explain the importance of service recovery • explain Parasuraman's Gap Model of Service Quality in the understanding of customer expectations and perceptions • demonstrate the ways of handling different types of difficult customers <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - Case study - News reading about customer relations and services in Hong Kong - Dramatize the ways of handling different types of difficult customers <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - Apply concept to answer Data-based questions
12 Oct – 16 Oct (1 week)	7	<p>UNIT 3: Communication skills</p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • demonstrate the ways of communicating with customers (e.g. written communication; verbal communication and non-verbal communication) <p><u>Examples of Formative Assessment</u></p>

		<ul style="list-style-type: none"> - Compare and contrast different ways of communicating with customers - Dramatize the ways of communicating with customers
Module 2: Trends and issues in the Tourism and Hospitality Industry		
19 Oct – 6 Nov (3 weeks)	8-10	<p>UNIT 4: Current issues in tourism and hospitality industry</p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • outline the concept of sustainable development and the application of its principles in tourism • state and justify the UNWTO’s definition of sustainable tourism • describe and elaborate the twelve aims for sustainable tourism (i.e. environmental aspects of development; social aspects of development and economic aspects of development • 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 <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - News reading about sustainable development in tourism around the world - Short questions on sustainable development in tourism - Research on sustainable development in tourism in Hong Kong <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test to test students’ concepts - Essay-typed questions
Term Break (9 Nov – 13 Nov)		
16 Nov– 20 Nov (1 week)	7-10	<p>UNIT 4: Current issues in tourism and hospitality industry (continue)</p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> • outline and discuss different tourism and hospitality issues brought by the trend of globalization <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - News reading about different tourism and hospitality issues brought by the trend of globalization - Case study

16 Nov – 4 Dec (3 weeks)	12-14	<p>UNIT 5: Trends in Tourism</p> <p><u>Learning Targets:</u></p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> ● identify and justify the trends relating to different aspects (i.e. economical aspect; social-cultural aspect; environmental aspect and technological aspect) <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - News reading about trends in tourism relating to different aspects - Research and give a presentation on trends in tourism relating to different aspects <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test to test students' concepts - Essay-typed questions
7 Dec – 18 Dec (2 weeks)	15-16	<p>UNIT 6: Trends in Hospitality (Accommodation sector and Food and Beverage sector)</p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> ● identify and justify the trends relating to different aspects (i.e. economical aspect; social-cultural aspect; environmental aspect and technological aspect)
<p>Christmas and New Year Holiday (23 Dec – 2 Jan)</p>		
4 Jan – 15 Jan (2 weeks)	19-20	<p>UNIT 6: Trends in Hospitality (Accommodation sector and Food and Beverage sector) (continue)</p> <p>By the end of this unit, students should be able to:</p> <ul style="list-style-type: none"> ● identify and justify the trends relating to different aspects (i.e. economical aspect; social-cultural aspect; environmental aspect and technological aspect) <p><u>Examples of Formative Assessment</u></p> <ul style="list-style-type: none"> - News reading about trends in tourism relating to different aspects - Research and give a presentation on trends in hospitality relating to different aspects <p><u>Continuous Assessments</u></p> <ul style="list-style-type: none"> - A unit test to test students' concepts - Essay-typed questions

18 Jan – 22 Jan (1 week)	21	Revision
Final Examination (25 Jan – 10 Feb)		
Lunar New Year Holiday (11 Feb – 20 Feb)		
22 Feb – 26 Feb	26	Final Examination Papers Checking

Course Materials and Requirements

1. Notebook
2. School-based notes and materials
3. Folder

Students should bring along all the necessary course materials to lessons. All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/ special case with a parent's signature).

Continuous Assessment (CA), Mid-year Summative Assessment and Final Exam Weightings

S6 Tourism and Hospitality Studies			
Term	Type of assessment	Assessment item	Weighting
Sep to Mar	Continuous Assessment (40%)	Formative assessment /Summative assessment <ul style="list-style-type: none"> ● Written homework (20%) ● Quizzes and tests (20%) 	100%
	Summative Assessment (60%)	Final Examination	

Level Boundaries and Level Description

Performance Level	THS (%)	Performance Descriptor
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Level 1	44 or below	Certain minimal objectives have been achieved. The student has experienced much difficulty in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standard of the school.
Level 2	45-56	The student has achieved some limited objectives. It is evident that the student has experienced difficulty in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standard of the school.
Level 3	57-65	Although the student has difficulties in some areas, there has been measurable achievement and the student is making effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills. He / she is able to apply them with support. There is occasional evidence of skills of analysis, synthesis and evaluation.
Level 4	66-74	The student had a good understanding of the required knowledge and skills. He / she is able to apply them in normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work. Occasionally, creativity, originality and insight are demonstrated.
Level 5	75-79	The student demonstrates a consistent and thorough understanding of the required knowledge and skills. He / she is able to apply what was learned in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates creativity, originality and insight.
Level 5*	80 and above	

Enquires

Should parents have any queries regarding the Secondary 6 Tourism and Hospitality Studies curriculum, please contact Ms Fan Chi Ngan, Frances at 2685 1210