



**ASSESSMENT & EXAMINATIONS**

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## **NSC 2011 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>TOURISM</b>		
<b>PAPER</b>	<b>1</b>		
<b>DATE OF EXAMINATION:</b>	<b>NOVEMBER 2011</b>	<b>DURATION:</b>	<b>3 HOURS</b>

### **SECTION 1:**

**(General overview of Learner Performance in the question paper as a whole)**

The paper is of acceptable standard. It required one to have a deeper understanding of what really happens in the Tourism industry.

Very interesting paper especially that some of the questions linked to 2011 project especially question 4.

The overall performance of learners though was mediocre and yes there were improvements in some topics like time zones, even though others struggled tremendously even in identifying the time zones.

The language used was a bit tricky in some questions especially in Section A. It required one to really understand what was being asked. Even though this was the case some learners at got between 10- 25 in the question.

I think some teachers did overlook the some important topics like domestic tourism, strategies to redress past imbalances in tourism.

Overall this is a very Good Paper well chosen illustrations, cartoons and extracts or articles. Very few unfair questions compared to last year's paper this is commendable.

The above point allowed the paper to be very accommodative of learners responses even though these were not exactly in the marking guideline.

## SECTION 2:

### Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
<p><b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p> <p>One generally expects this to be one of the questions that is answered well. Judging by scripts I have marked and feedback from the CM, DCMs, CMs and Markers, this is not the case this year. There are very few learners who scored higher than 35, even among those in the 6<sup>th</sup> and 7<sup>th</sup> levels.</p> <p>The reasons for this will be discussed in the relevant sub-sections.</p> <p>1.1 Reasonably well answered by most centres.            1.2 This question was poorly answered. Many candidates did not seem to have a clue as to what was being asked.            1.3 Reasonably well answered by most, but some did exceptionally well.            1.4 This was based mainly on the objectives of the Domestic Tourism Growth Strategy (DTGS) and most learners answered it poorly.            1.5 Poorly answered by nearly all the learners.</p>
<p><b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b></p> <p><b>1.1 Multiple choice questions – entire syllabus (20 marks)</b></p> <p>There is an expected range of responses for most of the questions, with the following questions providing the majority of the incorrect responses:</p> <p>1.1.5 The vocabulary was presumably the challenge. Professional, Representative and Entrepreneur are words which are not familiar to many learners. They are familiar with the word Career and many chose that as the correct answer, which it was not.            1.1.6 Modjadi is someone not many E.Cape learners are familiar with. It appears that they guessed the answer for this one.            1.1.9 Again, the vocabulary challenged the learners. It appears that many took a guess here.            1.1.15 This can be regarded as a possible unfair question. Most learners are taught from Grade 10 that tourists do not work, therefore most learners did not select B, which was the correct answer given in the Memo.            1.1.16 The wording of the question appeared to confuse many learners. Instead of giving the answer as A, they gave D, as it talked about an action with which they are familiar.</p> <p><b>1.2 Select the correct response from a list – Tourism in the workplace (5 marks)</b></p> <p>Most learners got 1.2.1 correct. However, as many confused Code of Conduct with Contract of Employment, 1.2.2 and 1.2.5 were wrong. Very, very few learners used the word Remuneration for their answers, presumably because they did not know its meaning, and consequently got either 1.2.3 or 1.2.4 wrong.</p> <p><b>1.3 Select the correct response from a pair – mixed content (5 marks)</b></p> <p>The spread of marks is as expected. However, many learners identified the Earth Summit as the correct answer for 1.3.2, where it should have been WSSD. I can only assume it was because they did not know what the abbreviation stood for.</p> <p><b>1.4 Match the columns – Tourism terms (5 marks)</b></p> <p>Generally, the spread of marks is as expected, with the lower levels doing rather badly. This is possibly because of language difficulties and being unfamiliar with the terminology.</p> <p><b>1.5 Match the labels to the diagram – Tourism organizations linked to TGS (5 marks)</b></p> <p>It would appear that even the top learners were confused by all the abbreviations. Very few learners got full marks. Learners may know the organizations by their full titles, along with their functions, but when they are abbreviated, they tend not to know what is being referred to.</p>

**(a) Provide suggestions for improvement in relation to Teaching and Learning**

**1.1** This section deals with material in the entire syllabus so there is no easy way to improve the marks here. The learners must be advised to consider each alternative response carefully and determine which one best addresses the question.

Learners should also be exposed by their teacher to tourism related general knowledge, because a lot of what is covered here is not specifically taught in the classroom or gained from a textbook.

**1.2** Teachers must impress upon learners the difference between Code of Conduct and Contract of Employment. It appears that this entire section is not well covered in the classroom. It is also worrying that the word “remuneration” is not familiar to the students. This section, LO1 AS3, is perhaps being neglected in the classroom. Teachers must ensure that it is taught.

**1.3** 1.3.2 was the question that gave the most trouble. Again, it would appear that the abbreviation WSSD was unknown, whereas the full title would be more familiar. The same could apply to 1.3.5. Learners should be thoroughly versed in the various organizations and their abbreviations.

**1.4** Teachers must make sure their learners are familiar with tourism terminology. The terms in Column A are every-day terms which should have been covered as they progressed in Tourism, by being exposed to all aspects of the subject. In many ways this was a higher order question, because it required the learner to apply the terms, not merely give a definition. In that respect it is an excellent question. However, it would appear that not many teachers apply definitions – they merely require their learners to know what they refer to. Much of this question was based on the objectives of the DTGS which is a favourite exam topic, so teachers must teach the topic well and encourage learners to study it.

**1.5** Teachers should compile a list of the abbreviations used in Tourism, with the full names and the functions of the various organizations. This list must be revisited many times during the year to refresh the learners’ memories and to add to it as their knowledge expands. Abbreviations have become part of the South African vocabulary, not only in Tourism, and learners must adapt to this development.

**(d) Describe any other specific observations relating to responses of learners**

There is a need for the names of the members of a team to be standardized. There is a good deal of confusion surrounding this topic. Tourism textbooks do not agree on this and learners learn different definitions in different subjects. This is something that should be included in the new CAPS syllabus.

This should extend to Afrikaans, where there must be a definitive list of words for Tourism terms which should be used in all textbooks and examinations so that there is no confusion. When answering Section A, learners must not use the answer grids printed on the inside cover of the answer books. They have not been formatted for Tourism and many learners are not familiar with their use. This is particularly the case in 1.1 with the boxes, where many careless errors can be made, especially since they are not numbered.

**e) Any other comments useful to teachers, subject advisors, teacher development etc.**

In the multiple choice section, some learners did not give a response. Teachers should urge their learners to always attempt a question, and never let it go unanswered. A guess is better than doing nothing at all.

Many learners gave the answer for 1.1.1 as B (instead of C) which shows they have not been updated about the name change of the Department of Environmental Affairs and Tourism (DEAT) to National Department of Tourism (NDT). The use of DEAT will no longer be accepted and NDT must be used instead.

Another name change relates to THETA. It no longer exists and has been replaced by CATHSSETA, which stands for Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority. From next year, the response THETA will be marked incorrect if CATHSSETA is required.

<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>2.1 (18 marks)</b> There is the expected spread of marks for this question. Those learners who are able to critically interpret a piece of writing had no difficulty answering this question and the learners in the upper levels tended to get full marks or near to full marks. The weaker learners struggled with this question. Possible reasons for this will be dealt with in the next question.
<b>2.2 (6 marks)</b> This was generally badly answered. 2.2.1 was an easy question, but many of the learners in the lower levels got it totally wrong. This will be discussed in the next question.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<b>2.1</b> The term “gateway” puzzled many learners. This is a term that is covered in depth in Grade 11, yet many learners could not explain it. Too many explained it in terms of a gate or doorway.  The weaker learners struggled to connect the questions to the extracts. In many cases they merely quoted lines from the extracts, without seeming to know what they meant. This could be due to the level of English that is used in the extracts, particularly the second one. Phrases such as “improve and sustain the profitability” and “globally competitive” were beyond the comprehension of many learners. The learners must understand the extracts before questions can be asked about them and it appears that too many learners did not know what they were reading.
2.1.2 & 2.1.3 were based on the system ACSA uses to ensure customer feedback. The Markers found this a taxing question to mark because most of the learners did not even attempt to answer in their own words, they merely wrote everything as it was in the extract and the Markers then had to sift through to see what was relevant and what was not.
2.1.4 The meanings of Ubuntu that were given by the learners were much too general. Very few gave the proper meaning of <b>humanity and respect for others</b> .
2.1.5 This question went beyond job creation and required learners to give the ways in which the communities were uplifted as a result of job creation. This meant having to write about being able to afford the basics such as food, clothes, education, etc. Too many learners just gave one of those, such as food. Learners must be trained to give a bit of an explanation and to avoid one word answers, which are essentially meaningless.
<b>2.2</b> The problem encountered here was that many learners missed the point of the cartoon. Many interpreted it as a service excellence failure, with the man behind the counter, who is laughing, being guilty of ignoring his clients. Perhaps this is because they did not understand the term “socio-economic problem”.  The workings of TEP were unfamiliar to many learners. This was the core of the question and if they did not know what TEP was all about, they could not give satisfactory responses.
2.2.2 & 2.2.3 Learners were clearly not exposed to Government strategies to address past imbalances in tourism.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<b>2.1</b> This question highlights the need for all teachers to make sure learners know Tourism terminology. Learners also need to practise answering questions based on an extract. This is not the same as a comprehension exercise in English – there is a definite skill involved in answering questions that relate to an extract. The best way to gain this skill is to practise it using old exam papers.  Terms such as “upliftment” must be explained to learners. This is a word that is encountered frequently in Tourism and learners must know it. Concepts such as “ubuntu”, which is basic to service excellence, must also be thoroughly discussed in the classroom by learners.  More tourism-based extracts should be sourced and used in class. Allow learners to interact orally with these before requiring them to write down responses. This will give them the opportunity to discuss everything first and clarify what the extract is all about.

**2.2** Another skill that learners have to gain is being able to interpret a cartoon and respond to it meaningfully. Again, this is a matter of practise and there are many old exam papers that learners can use. A suggestion is that learners are encouraged to look through the daily newspapers for cartoons, bring them to school and once a week there can be time set aside to discuss them. Once learners are familiar with the way cartoons depict and comment on real life, questions such as this one and 7.1 will be easy for them to answer.

Teachers must ensure that the learners know and understand the workings of all the BEE related organizations and programmes, such as TEP. It appears that this is a major gap in the knowledge of many of the learners who wrote this paper.

TEP is one of the BEE strategies that the learners appear to be confused about. TEP is specifically related to Tourism and SMMEs in the industry. This is a mentorship programme which partners them with bigger businesses.

**(d) Describe any other specific observations relating to responses of learners**

**2.1** There is a tendency among teachers to emphasize the fact that Tourism “creates jobs”. This leads learners to use those words whenever they are in doubt about a response. Very few go one step further and think about **how** these jobs are created and then about the **effect** that job creation has on a community. These aspects of job creation must be discussed in the classroom.

**2.2** Among learners whose mother tongue is not English or Afrikaans, cartoons can be a challenge as they are not part of their culture. As suggested above, there must be constant exposure to cartoons and discussion of cartoons in the classroom. They will always be a feature of Tourism examination papers, so teachers must familiarize their learners with them.

**e) Any other comments useful to teachers, subject advisors, teacher development etc.**

**2.1** The Afrikaans equivalents of the English tourism terminology must be standardized. The term “gateway” does not translate as “toegangsroete” in Afrikaans. The proper term is “toegangsportaal”.

**2.2** Learners must know how to approach an extract and how to give correct responses. They must be able to support any statement they make by explaining it and sometimes providing an example to back up their explanation.

Question 2 is perhaps the second most difficult question in the exam paper (after Questions 3 & 4) because of the amount of reading that is required, the application of previously learned knowledge to the extract, and the ability to understand the questions. Please continue to expose learners to both extracts and case studies, and this one from this question paper as it is very current and informative. Use extracts like these in addition to your normal teaching resources because they have valuable information about what goes on in the tourism industry. The ACSA extract is a good example of this.

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**3.1** This question was very poorly answered. Very, very few learners attained full marks. Among the lower levels, 0 and 1 (out of 8) were common scores. Even among the higher levels, scores of 1 and 2 were common. Of all the questions in the examination paper, this was by far the one which the learners found the most challenging.

**3.2** Generally this question was well answered with the range of scores obtained being very much as one would expect.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**3.1** This question is definitely a higher order question. It involved the analysis and interpretation of four sets of graphs and this was beyond the capabilities of the vast majority of Tourism learners. 3.1.2 in particular, was a challenge. Lower level learners had absolutely no idea how to respond. “Seasonality” also seemed to be a concept that was unknown to most learners, despite it being a key element of the DTGS which all learners should have studied in Grade 11 and reviewed in Grade 12. This was obviously not done.

3.1.1 & 3.1.2 The question involved the interpretation of a series of graphs. Learners really struggled to give ideal responses. Perhaps this was because the term “labour turnover” was new to them. The term is very relevant to Tourism as it is a people (labour) centred industry and related to economics.

When teaching this subject, try go get your learners to work with and discuss graphs. This will get them involved with the workings of the tourism industry. A good place to get graphs is at [www.statssa.org.za](http://www.statssa.org.za), if you have internet access. It is strongly advised that all tourism classes have access to the internet.

3.1.3 It was very disappointing to see how learners responded to this question. They did not know of the Government strategies to redress past imbalances in tourism operations. The first part of the question require the response Domestic Tourism Growth Strategy (DTGS), which very few could give. The second part required the learners to explain how this strategy will reduce seasonality. When teaching the DTGS, please make the learners aware that there are three level to the strategy, namely: the aims, the objectives and how the objectives will be achieved. **Improved seasonality patterns** is one of the six objectives. The question required them to call on learned knowledge and say how this objective will be achieved by encouraging off-peak travel or all year round travel or the hosting of conferences at off peak times. Sho't Left was accepted as a response because it is a product of DTGS and is used to encourage domestic travel.

**3.2** Those learners who got this question wrong, got it wrong because they were confusing a “skill” with an “operation”. The one needs specific training, for example, administering first aid, while the other is purely mechanical and merely needs to be learned, like telling a person how to fasten a seat belt. Too many learners thought that explaining the safety regulations and checking seat belts is a skill.

Many lower level learners did not know what “travel benefits” entailed, so they copied out that part of the last sentence that contained the words “travel benefits” as their answer.

This question uses the phrase “from the extract” and for that reason many learners quoted large chunks of the extract as their responses, thinking that they were required to quote from the extract. They were not aware that the phrase only meant they could find the answer in the extract.

3.2 was based on the extract. I’m tempted not to put the blame for the poor performance in this question on the amount of reading involved, but on the inability of learners to understand key terms in the question, like “skills”. This must be discussed and clarified in the classroom. The manner in which they answered the question is also unsatisfactory, especially 3.2.1, where they were required to quote directly from the extract. In most cases they merely wrote word for word large sections of the extract. If they did not have a good understanding of the difference between “skills” and “day-to-day duties”, they definitely struggled.

***(c) Provide suggestions for improvement in relation to Teaching and Learning***

**3.1** Learners need to be exposed to more questions involving graphs and to discuss what the graphs are saying. This is a case where the Math Lit teachers can assist. Graphs are a feature of this subject so learners need to gain the skill of analysing and interpreting them.

As indicated earlier, the statssa website is a good place for sourcing graphs. Use can also be made of travel publications, newspapers and general tourist resources. Work through the graphs with the learners in class.

**3.2** Learners must be taught how to get relevant information from an extract. Again, this skill is best taught and reinforced by practise. It is the responsibility of the teacher to give the learners opportunities to gain this skill.

3.2 was about careers in the tourism industry. It was very evident that there were centres where the occupation of flight attendant had not been studied.

**(d) Describe any other specific observations relating to responses of learners**

3.2.1 Learners must not give one word answers where more detail is needed. For instance, to say “emergency” or “emergency equipment” is inadequate. What are you saying about the equipment? They are required to say “the ability to operate emergency equipment”.  
3.2.2 The same applies here. They write “bad weather” instead of saying “bad weather can make flying conditions uncomfortable or dangerous”. “Bad weather” earned them only 1 mark.

**e) Any other comments useful to teachers, subject advisors, teacher development etc.**

**3.1 & 3.2** More time and effort should be given to this section of the syllabus. There must be more “meat” by exposing the learners to the real-life occupations that are available in the tourism industry, by inviting speakers to address the learners. Field trips that encompass occupations would be ideal as they would open up the learners’ scope of understanding.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**4.1** There is the expected spread of marks for this question. While many lower level learners got this wrong, the upper level learners did well.

**4.2** This question was not well answered. Even top learners struggled on this question.

**4.1.1 – 4.1.3** Reasonably well answered by some schools, but many did poorly.

**4.2.2 – 4.2.6** Most schools did poorly, even though this was on a topic done as part of the Term One assignment and was included for that very reason.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**4.1** This was a well-designed question and addressed the “triple bottom line” well. This topic has been extensively covered in schools this year so that learners were well prepared for this question. There was really no excuse for learners who did badly.

**4.1.2** Most learners knew the Triple Bottom Line and could list the three elements, but some could not link them to the information in the extract.

**4.1.3** The example for Environment had to do with saving water and recycling, which was the ideal response. Too many learners merely responded by quoting the question: “Table Mountain Cableway practises sustainable tourism practices”, which earned them nothing.

**4.2** The problem that many learners encounter with not being able to interact with extracts, was evident again here. Too often the answer to a question was a verbatim quote of a large chunk of the extract. The response for 4.2.5 was often given as the response for 4.2.2, which showed that there was confusion about the requirements of a question.

Far too few learners knew the meaning of the term “poaching” and the names of global organizations that protected the rhino. These should have been questions that nearly all learners should have answered correctly. This would suggest that teachers are not covering the syllabus adequately.

**4.2.1** Many learners explained the term “poaching” as killing. The correct response was **illegal** killing. They could be more specific in this instance and say “killing of rhinos for their horns” for 2 marks.

**4.2.2** This was poorly answered by nearly all learners as they could not identify the challenges encountered by Ezemvelo KZN Wildlife. In many instances they quoted verbatim from the extract without processing it. For instance the piece about the game reserve covering 96 000 hectares, should have been interpreted as, “this is vast, therefore this is a challenge”.

**4.2.3** Many learners had no clue of what CITES stood for. In the second part of the question many very general responses were given regarding its function. These organization that operate globally to protect the environment must be taught to the learners. There is a full list in the Examination Guidelines.

**4.2.4** Here they had to give one example of a global organization and most learners were unable to do so. They must know these organizations.

4.2.5 The response to this question should have been to give an explanation of the benefits of organizations working together to save the rhinos. Many learners were unable to give a reasoned explanation or to discuss this point.
4.2.6 The fault here was that many learners were much too general and vague in their responses. “Call the police” was a common response, without saying who should call the police, why they should call the police and how they were going to do it. Teachers must, during class discussions, point out the importance of giving full and meaningful responses to questions.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
4.1 This aspect of the syllabus is being adequately covered. Teachers must continue doing what they are doing and strive for maximum marks in this section.
4.2 The same recommendations as given in 3.2, regarding interacting with extracts and regular practice, applies here. The syllabus content must be covered. All the textbooks have information on the global strategies to protect the natural environment
<b>(d) Describe any other specific observations relating to responses of learners</b>
4.1 & 4.2 Learners must read the extracts with understanding and give full explanations. Teachers must allow plenty of opportunity for practice, using previous exam papers.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
4.1 & 4.2 By now this topic should have been covered in depth in workshops held in all districts. If a teacher missed a workshop on Sustainable and Responsible Tourism, he or she should ask for an electronic version of the presentation from the subject advisor who will gladly share it with the teacher. This topic of Sustainable Tourism is a very topical one and there are a lot of extra resources available in newspapers and on various websites. Try to obtain the material. COP17 must definitely be a conference that you bring to the attention of your learners. It links with the Kyoto Protocol as part of global strategies to protect the environment. Get as much material as you can on COP17 from the sources mentioned above. Your Blackberry cellphone will also be useful in sourcing the information. Please note that World Wildlife Fund has been changed to World Wide Fund for Nature and make sure your learners are aware of this change. In future the old name will not be accepted as an exam response. The logo (panda) and abbreviation (WWF) remain the same. New organizations are constantly being formed and it is advisable to add them to your subject content.
<b>QUESTION 5</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
This question was generally well answered. The spread of scores was very much what one would expect, with the lower levels doing badly and the upper levels scoring full or near to full marks.
5.1.1 Well answered.
5.1.2 No clue at all.
5.1.3 Poorly answered.
5.1.4 Reasonably well done.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The last part of the question, 5.1.4, was a challenge for the lower level learners as it required candidates firstly to analyse and then apply new knowledge. This made 5.1.4 a higher order question and as such was beyond the grasp of the lower levels. The higher levels coped adequately or well with it.  Many candidates did not know what the “marketing mix” was and gave either the triple bottom line or the role players in a team.  In 5.1.1 due to duplication in the wording in the heading of the collage and in the actual question, which was confusing, all candidates’ responses were marked correct. This gave

them a “gift” of 4 marks.
5.1.1 The reason learners did well here was because it was a gift, as mentioned above.
5.1.3 It appears this section of the content has been neglected. Learners are also using incorrect terminology, for example, instead of saying “People” they say “Customers”, and for “Product” they will give an example of a product, such as a craft.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The marketing mix was dealt with in detail in Gr 11. This highlights the need for teachers to review the Gr 11 material that is covered in Gr 12. This information is contained in the Examination Guidelines.
5.1.3 When teaching the topic of the marketing mix in the classroom, have your learners play around with the 5 P’s (Price, Place, People, Product, Promotion). Explain it further with what each one means and give examples of each. This way, if called upon to give examples from an extract in an exam, they will be able to.
5.1.4 Strictly speaking this was not part of the framework and it was mentioned at the national memo discussion. Because it was a higher order question, the question was allowed.
<b>(d) Describe any other specific observations relating to responses of learners</b>
5.1.2 The question asked why the National Arts Festival was popular and too many learners gave responses that were too vague and general. Examples were “dance”, where dance is only one activity performed or showcased at the festival. Learners need to be made aware of the major festivals of our country and why people go to them.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
This is one of the shortest questions and it deals with tourism products and cultural activities. Put emphasis on this section of the content (LO2 AS5) and provide examples of tourism products that are culturally based and which can be developed as unique tourism ventures.
<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>6.1</b> This was answered better than in previous years. The range of marks followed a more normal spread, with very few learners doing really well.
<b>6.2</b> Learners did well on this question.
<b>6.3</b> Learners should have done well, but did not.
<b>6.4</b> There were mixed results on this question.
<b>6.5</b> Again, learners did better than expected, but again, very few did well.
<b>6.6</b> In previous years this was a section where learners did well, but this was not the case this year. Very few learners did well.
Performance varied greatly from centre to centre, which indicated that it was dealt with differently across the province. Some did well with Time Zones, while others did very poorly. The same applied to currencies and travel trends. There were some centres that did exceptionally well in this question.

<b><i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i></b>
<b>6.1</b> It is obvious that teachers have been doing their best to get learners to know this section of the syllabus. Many learners, even though they did not get the correct answers, at least tried and were able to get a few marks. One could see that they had some idea of what to do.
6.1 Learners must be taught the steps involved in solving these calculations and they must then follow them and write down their calculations. The lack of this training was the main reason for not being able to get marks here. They must also be taught the correct way to locate the relevant time zones and once they have found the time difference, whether to add it or subtract it. The ability to merely do that will earn them several marks. Another error was to write “same day” when a date was specifically asked for in the question. The marking guideline made provision for awarding marks for the calculations if the answer was wrong, but many learners did not show their calculations and therefore lost marks, where they could have gained one or two if they had shown them.
<b>6.2</b> The presentation of this question was interesting and appealing. Learners were given clear instructions and it was material that they should have been familiar with, as the PAT covered very similar ground. All learners managed to get some marks and many got full marks.
<b>6.3</b> Too many learners did not read the question properly. It referred to safety in the hotel and they were giving responses about safety in the streets. “Tourists must walk around in groups”, “tourists must not go into badly lit areas”. Such responses are not relevant to a hotel.
<b>6.4</b> Perhaps it was because of the figures, but some learners did really badly on this question. It is not a difficult question; it only requires careful analysis of the figures in order to arrive at the correct answer. Some learners were unaware of what constitutes a “new” market and what an “old” one is. Some learners, instead of giving the name of a region, gave the figures that applied to that region. This resulted in them getting zero for the question.
<b>6.5</b> This question required a learner to work with different currencies in the context of the bank buying rate and the bank selling rate. It was obvious that many learners had not been taught the difference between them and how to apply them to a currency conversion problem.
<b>6.6</b> This question, involving global events, was not answered as well as in previous years. The definition of a natural disaster, as given in the memorandum, was too complicated for the average learner to arrive at. Many learners therefore got 0 for this sub-question. The other two sub-sections also posed problems regarding the language, which could explain why the lower level candidates got low marks for this question.
<b><i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i></b>
<b>6.1</b> Teachers must persevere and keep on trying to teach the learners how to do Time Zone calculations. Some progress is evident and as time goes on, more improvement will be seen.
6.1 Teachers must work through time zone calculations consistently throughout the year. It is normally introduced at the beginning of the year and by mid-year many learners will have forgotten how to do them. Regular review of the work is essential, even on a weekly basis.
<b>6.2</b> Learners did well here, so there is no need for further comment at this stage.
<b>6.3</b> Teachers must impress upon learners the importance of reading a question carefully and not to rush into it. It would appear that many learners saw the words “safety precautions” and wrote about the most common precautions, which apply to behaviour on the streets.
<b>6.4</b> Here too, learners must be careful and follow instructions. Teachers must try to find more examples of this type of question and get learners to practise answering them.
<b>6.5</b> This could be classified as a higher order question, because the learners were required to go beyond merely converting foreign currencies. They had to first determine which rate to use before they could do the calculation and this challenged many of them. However, the information that accompanied the question should have guided the candidates, if they had read them carefully and understood the concepts.
<b>6.6</b> Teachers must, on a regular basis, discuss current events, particularly those relating to tourism. This will help learners to master the vocabulary associated with the events and assist them in answering questions like this one.

<b>(d) Describe any other specific observations relating to responses of learners</b>
<b>6.3</b> The context of the question must be identified, such as the hotel in this case. This required careful reading of the question and not jumping to conclusions. Learners must not presume that when safety is mentioned it is about street safety.
<b>6.5</b> Some learners are careless in the use of signs, such as R, € and \$. That can cost them marks. All final answers must have the correct sign. No sign will also be marked wrong.
<b>6.6</b> Definitions must be given and discussed in class, for instance “natural disaster”. Learners should have been able to define the term but too many were unable to.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<b>6.1 &amp; 6.5</b> Subject Advisors do have electronic versions of presentations on time zones and currencies. If you missed a workshop or would like to review the material, contact them and they will gladly share the information with you. Teachers should also make use of their CASS clusters to form support groups to assist each other with this sometimes difficult content.
<b>QUESTION 7</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>7.1</b> There was a normal range of marks for this question. However, many learners, especially in the lower levels, did not do this question as they had run out of time, presumably.
<b>7.2</b> Learners did better on this question than on 7.1. Here too, many learners did not answer the question as they had run out of time.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<b>7.1</b> This question was not poorly answered. Most learners had a good grasp of what service excellence entails. The fact that this was presented in cartoon form meant that many learners could not interpret the information correctly and took everything too literally. Some were puzzled by the fact that dogs and bears wanted to ride in a gondola!
<b>7.2</b> Again, this question was not poorly answered as for many, customer feedback was a familiar concept. There were a disturbing number of learners, however, who did not know what customer feedback entailed or why it was done.
<b>7.2.2</b> Those learners who could not answer (a) were unable to answer (b). This accounted for why many of the lower level learners performed poorly on this question. The inability to interpret the feedback card could also account for poor performance.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<b>7.1</b> The requirements of service excellence must be dealt with in the classroom. Learners must know why service excellence is so important in tourism and what the consequences are if there is no service excellence. An effective and interesting way to teach this in the classroom is through role play, which is something that most learners enjoy doing.
The entire question was based on a cartoon, which emphasises the importance of working with cartoons with your learners. They must become familiar with cartoons, what they say, how they say it, and become accustomed to working with them.
<b>7.2</b> Some schools were identified that had not taught customer feedback to the learners as no learner in that school got good marks, especially in sub-section 7.2.3. Learners must know about customer feedback as it is an essential tool used in the tourism industry.
<b>7.2.3</b> Expose learners to different customer feedback tools or instruments that are used by various businesses. These include the traditional methods such as questionnaires, forms and surveys and the more modern electronic methods, such as sms, social networks and the internet in general. These latter examples will be easily remembered by the learners as they relate well to them.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners must read a question carefully to be sure what is required. For example in 7.1.3, they have to give a response based on the cartoon and what has happened there, and then they have to give a reason for their answer. While the first part could be Yes or No, and they would get a mark for either response, their response for the second part has to be more specific and reasoned.

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Customer feedback should be done in conjunction with service excellence and service delivery. Real examples of customer feedback instruments can be brought to the classroom and this will further enrich the learners' knowledge.
<b>QUESTION 8</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>8.1</b> This question was generally well answered.
<b>8.2</b> This question was not well answered. Not many learners gained full marks.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<b>8.1</b> Although the question was generally well answered, a small number of learners did not see this as an effective and well functioning group. They noticed that the two men on the right were not directly interacting with the others and took it that they were an opposing group!
<b>8.1.2</b> "Team leader", which was the ideal response, was not given by most learners. All sorts of responses, ranging from coach to chairman, were given. The learners needed to notice that this was in the context of a hotel brainstorming session, not a sport or a business meeting.
<b>8.2</b> Learners from the cities and townships did reasonably well on this questions. The rural learners struggled as they had no experience of these machines. 8.2.3 was a challenge for all learners as many were not aware that a computer, if connected to the proper hardware, could receive voice calls. Too many learners gave a cellphone, which is not depicted, as a response. A number of learners presumably did not know the names of the pieces of equipment and referred to them as "picture A" and "picture B", etc.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<b>8.1</b> Teachers must teach their learners about the various role players in teamwork and get reliable definitions for them.
This was a brilliant way of asking about teamwork. Build on it and use it in the classroom. Get more examples of pictures like this to use for questions.
<b>8.2</b> It is important that learners are exposed to the more common pieces of office equipment and what they are used for. .
<b>(d) Describe any other specific observations relating to responses of learners</b>
<b>8.1</b> There is a discrepancy regarding the exact meaning of the terms relating to teamwork. An appeal must be made to the National Department of Education to sort this out.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<b>8.2</b> Field trips to business offices or supermarkets can be arranged if this equipment is not available in the school

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