

NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	TOURISM
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PAPER	1
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DATE OF EXAMINATION:	NOV 2016	DURATION:	3 HOURS
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SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Candidates performed reasonably well in the question paper in comparison to previous years. This improved performance can be attributed to many factors as will be pointed out in the question by question analysis given below. Paragraph writing, application type questions, understanding of instruction verbs (Blooms taxonomy) and time zone calculations are some of the topics that were problematic for candidates.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

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

<i>Average mark from the sample of 100 :</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	Short questions based on all topics in the CAPS	57%
1.2		64%
1.3		59.6%
1.4	Culture and heritage tourism	61.4%
1.5	Tourism attractions	32%

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

Many candidates lack a general knowledge about the content in the CAPS and tourism issues. Many simply choose random answers.

Questions 1.1 – 1.5 were reasonably well answered. Question 1.5 was poorly answered. Many candidates do not know the official name of the icons / attractions but have a vague idea. Many errors were made in the spelling of the names of icons/ attractions. Some responses: Dome of Rock, Jag Mahal.

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

Candidates and teachers must keep abreast with current issues relating to tourism. Content taught in grades 10 and 11 must be built on in grade 12. Teachers should focus on the correct names of the icons / attractions and ensure that candidates are able to give these names correctly.

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

Q 1.2.1 A surprising number of candidates incorrectly answered Big Ben. The assumption made is that they saw the word “clock” and immediately thought that the answer was “Big Ben”.

Questions 1.3 and 1.4 did not pose extreme challenges for candidates.

Question 1.5 was poorly answered and indicated that there is a serious gap in the candidates’ knowledge of world icons / attractions. Incorrect spelling causes candidates to lose marks.

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

Subject advisors and educators can, individually or in clusters, build up a bank of tourism related information or short questions from previous examination papers that can assist candidates in preparing for examinations. This could assist in improving the general knowledge of candidates.

The official name, with the correct spelling, should be drilled into each candidate.

The manner in which short questions are answered in the answer book is often not conducive to marking. Many candidates answer on the space provided in the answer book and repeat the same on the blank pages inside the answer book. Some leave lines open when using the space given in the answer book making it difficult for markers to mark using a grid. A few candidates even rewrote A, B, C, or D in the answer book and drew a cross through the answer. This makes it extremely difficult to read the candidate’s response.

QUESTION 2

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1	Map work and tour planning	59.5%
2.2		35.5%
2.3		55.2%

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

Question 2.2: Candidates who performed poorly gave partial and incorrect responses with many incorrect calculations. No evidence of logical thinking and no explanatory phrases were given for the times provided which led to confusion. Their responses show a complete lack of understanding of time zones. The 24 hours clock is still being used incorrectly. Candidates are still struggling with calculations requiring DST.

Part of the reason why the higher order questions in 2.3.1 and 2.3.2 were poorly answered as candidates are unable to express themselves by “discussing” and “explaining”.

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

More intensive teaching is required in the teaching of time zones. The following are important: following and indicating the steps in the calculation process (so that the marker can follow the thought process of the candidate), use of the grey and white areas on the time zone map to assist in deducing the time zone of the country, use of the 24 hour clock, calculations using DST.

Extensive practice is needed when teaching this topic. It is not sufficient to teach the steps to be followed. Educators MUST do the calculations with their classes, explaining the steps alongside the memo.

Candidates must be taught to follow instructions carefully, using the action verbs to direct their response, e.g. discuss, recommend and explain. Further practice is essential to improve this.

Educators must keep up with current tourism issues in order to pass this information on to their learners.

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

Question 2.2: Many candidates write “the same day” and not the date, losing marks in the process.

Although most candidates are writing the time in the correct way, there are still some that give the answer as 21h00 instead of 21:00.

The steps in the calculations require attention in the classroom, candidates are not indicating “time difference” but merely writing a number. The correct way to answer this is: Time difference: 9 hours.

Teaching of calculations using DST needs attention from educators as this question was poorly

answered.

Question 2.3: Writing skills need attention. Candidates are not giving the content under sub-headings nor in the correct order as given on the question paper. This makes for difficult marking. It is evident that many candidates are not up to date with current trends regarding visa regulations.

Question 2.3.1: Many candidates confused “national security” with “criminal activities”. They also did not discuss the impact of the visa laws, they mentioned that a visa is required and where a traveller should go in order to apply for a visa.

Question 2.3.2: Many candidates did not know what pepper spray is. Many copied phrases from the extract as their answer and did not explain the reasons why pepper spray is not allowed on an aircraft.

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

More intensive teaching and practice in calculations is required in the teaching of time zones. Subject advisors should organize workshops for educators to improve this skill.

Paragraph writing must be practiced. Examination papers written in grades 10 and 11 as well as midyear exams in grade 12 must have questions that require candidates to answer higher order questions and write paragraphs. Workshops on setting of quality examination papers should be organised by subject advisors in order to improve this skill.

Educators and subject advisors must keep up with current tourism issues in order to pass this information on to their learners.

QUESTION 3

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1	Foreign exchange	53.5%
3.2		46.1%

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

Many candidates were able to do the calculation up to a certain point (able to $\times$ or $\div$) but made mistakes in rounding their answers off. Many did the correct calculation but placed the comma in the incorrect place which resulted in their answer being wrong.

The issue of the BSR versus the BBR remains problematic for candidates as they do not know when to use these rates.

In both sub questions in Question 3 many candidates did not include the currency code in their response. This was accepted in this year's question paper as the currency code was given in the question but it is good practice to teach candidates to include the currency code in foreign exchange calculations.

Question 3.1.2 was poorly answered as candidates could not determine which year gave the tourist the best value for his / her rand. They were thus unable to interpret the information given.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Practice in calculations is required, especially how to round off. The issue of BSR and BBR must be given attention in teaching.

(d) Describe any other specific observations relating to responses of learners
None

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Practice in foreign exchange calculations is required. The issue of BSR and BBR must be given attention in teaching. Candidates must be taught how to round off answers correctly. Subject advisors should organize workshops for educators to improve this skill.

QUESTION 4		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1	Tourism attractions	33.8%
4.2		37.7%
4.3		36.8%

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 4.1.2 was extremely poorly answered. Many candidates simply repeated the question and did not attempt to answer. Some referred to marketing the Awesome Race and not the marketing of Thailand as a destination. Some responses focused on the broadcasting of the film and not on the impact that the filming would have on Thailand as a tourist destination. Many gave examples of the multiplier effect or entrepreneurship (Tourists buy at markets and they make money). Question 4.2.1 The use of the word location was problematic to candidates. Many described the icon and did not mention the location. Some said “they are on a mountain”. Question 4.3 Most candidates correctly answered this question. Few linked the find of new fossils to the increased number of visitors, they referred to the number of visitors on Heritage Day. Question 4.3.3 Many candidates do not understand the concept of universal access. The weakness in this question was often given as “the wheelchair friendly facilities take up a large amount of space”.

(c) Provide suggestions for improvement in relation to Teaching and Learning
More specific detail is required in the teaching of the icons and the factors that influence success of tourist attractions. Tourism concepts need more focus in the classroom. Many candidates are not performing well as they are not reading the questions properly.

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

Responses indicate that icons are not covered sufficiently in the class room and that candidates do not have sufficient knowledge thereof. Many candidates simply repeated the question and did not attempt to answer.

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

This is a difficult section of the CAPS. There are a lot of icons to study and educators should attempt to cover a broad spectrum. It is essential that correct names are taught in the classroom. Concepts relating to this section of the curriculum require more attention in the classroom. Some educators teach icons using flash cards with images of the icon on the one side and details about the icon on the other. It is, however, essential that candidates are able to answer questions that require application of knowledge.

QUESTION 5

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

<i>Average mark from the sample of 100 :</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1	Culture and heritage tourism	22%
5.2		34%
5.3		13%
5.4		11.8%

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

Question 5.3: Candidates were unable to give economic activities that were practiced by the people of Mapungubwe. They listed a number of activities that were not related to economic activities indicating that they did not understand the term “economic”.

Question 5.4: Candidates were unable to give functions of UNESCO. This could be ascribed to the fact that this is not covered sufficiently in the class room. Educators focus on the content about world heritage sites and not on UNESCO and its functions.

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

Educators should cover the role of UNESCO more extensively in the classroom when teaching this topic. Candidates should be prepared for the examinations by using examples of old question papers and guidance should be given in application.

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

None

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

Educators should always refer back to previous grades when preparing candidates for exams. Focus on each heritage site and their different aspects together with the role of UNESCO.

QUESTION 6

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

Average mark from the sample of 100 :

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Marketing	23.3%

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

Poor paragraph writing was evident in the responses in this question.

The poor performance in this question could be ascribed to a lack of content knowledge by candidates. Many candidates responded correctly about the role of SATourism but were unable to correctly give the role of TOMSA. The bullet requiring candidates to identify the international trade shows was reasonably well answered with most candidates being able to give the correct answers. Most candidates were unable to discuss the elements found on the brand logo of SA, many simply listed the elements. Under the bullet requiring a discussion on the importance of marketing SA as a destination of choice many candidates only stated that jobs would be created instead of focussing on South Africa's global competitiveness.

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

Marketing must be taught in conjunction with examples of application taken from previous question papers to assist candidates to improve their performance in this section. Educators should assist candidates to answer this type of question style by providing examples of different type of ways that SA can be marketed as tourism destination.

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

None

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

Practice in application type questions is essential in preparing candidates to answer higher order and paragraph type questions.

QUESTION 7

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

<i>Average mark from the sample of 100 :</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
7.1	Tourism sectors	70.5%
7.2		41.5%
7.3		13.5%
7.4		22.5%

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

Question 7.1: Many candidates did not give the name of the companies, they simply wrote “car rental” and “airline”.

Question 7.2: Candidates struggled to give reasons why the companies mentioned need staff with excellent email writing skills.

Question 7.3: It was evident that many candidates did not know what a letterhead is. Many gave responses about tourist profiles which could be linked to the use of the word “element” that also appears in question 2.1 of the question paper. Some even gave elements that are printed on a boarding pass in response to this question as it referred to the airline in the question.

Question 7.4: Many candidates gave the importance of writing emails rather than linking the response to how the skills could promote the professional image of the company.

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

The teaching of terminology such as “elements, professional image, “letterhead” should be focused on in classrooms. This is, however, a wide topic that could be asked in many different ways therefore practice in answering questions on tourism sectors is essential.

Educators should teach candidates to read the question thoroughly before responding to ensure that they understand what is required.

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

None

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

Teaching of terminology, practice of old question papers should be focussed on to ensure better results in this section.

QUESTION 8

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
8.1	Sustainable and responsible tourism	37.2%
8.2		43.8%

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

Question 8.1.1: Generally they were able to answer this question but responses of many candidates overlapped for questions 8.1.1 and 8.1.2. In question 8.1.1 there were candidates that referred to the reduced cost for the guest and not for the hotel. In this question many candidates only based their responses on facts about the triple bottom line and not on the case study.

Question 8.1.2: Many candidates quoted from the passage and did not explain as instructed in the question. In this question candidates gave the answer “ensures sustainable practices” but did not give an explanation about ways in which the carbon footprint is reduced as was required in the question.

Questions 8.1.3 and 8.2.1: Many candidates contradicted themselves by giving answers that did not correspond with their “yes” and “no”.

Question 8.1.2: Some candidates did not know the terminology used, e.g. “carbon footprint, reduce, waste”. Many confused “waste” with garbage.

Question 8.1.3: Candidates, again, simply quoted “no-cleaning green option” from the text. Others linked the “no-cleaning green option” with paying less for staying at the hotel. Another example of an incorrect response to this question is where candidates link the “no-cleaning green option” to preferring privacy in their hotel room as a reason why they do not want to have it cleaned or that they did not want their belongings stolen from their rooms and that is why they would choose that option.

Question 8.2.2: It was evident that many candidates do not know the term “environmentally friendly behaviour” as they mentioned being friendly towards others in their responses. Some linked the “environmentally friendly behaviour” with personal behaviour, e.g. not urinating in the bush. Many also answered from the perspective of management and not the tourist, e.g. dustbins must be provided.

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

Practice in Blooms taxonomy verbs is required in the classroom, this should assist candidates in interpretation type questions. Application of concepts is essential in teaching this topic.

A better understanding of the concepts in this section is essential.

Teaching of terminology and practice of previous question papers should be focussed on to ensure better results in this section.

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

None

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

In order to improve the marks for this section educators should ensure a sound understanding of the concepts and practice in examination writing skills using previous examination papers. Educators must also research sustainable policies of different tourism related businesses and how these are put into practice to assist candidates in understanding this topic and in preparation for the examinations.

QUESTION 9

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
9.1	Domestic, regional and international tourism	34.5%
9.2		53.6%

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

It was evident that this question required of candidates to show insight.

Question 9.1.1: Some candidates did not explain a time line but instead repeated the examples given. This sub section of the question was, however, reasonably well answered. Others described the term “global event” and did not answer the question. Some listed the events shown in the image.

Question 9.1.2: Candidates explained the term “investment” and did not focus on the effect that the event had on foreign investor confidence. Others focused on investments from the tourists and not foreign investments. Some gave answers referring to investment by local businesses and not foreign investment. Many of the weakest candidates could merely write that there would be an increase in investment, thus not discussing, as instructed in the question. In the b) section of this question some candidates gave examples of infrastructure and did not explain further.

Question 9.1.3: Many candidates did not understand the term “competitive edge”. This question was particularly badly answered.

Question 9.2: Most candidates correctly identified the age category. However, when asked to give reasons in question 9.2.2 they based their responses on the old age of the travellers instead of linking it to form of payment used by the age group. This was perhaps due to the use of the words “55 and older” in the question paper, e.g. they are so old that they are forgetful or don’t know how to work with cash, forget where they put their money.

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

Interpretation of graphs should be practiced in the classroom. This will assist candidates in giving

better responses.

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

None

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

Assist candidates in interpretation skills and how to approach answering of questions based on graphs and statistics.

QUESTION 10

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
10.1	Communication and customer care	80%
10.2		47%
10.3		21.5%

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

Question 10.1: Most candidates were able to give a correct response. However, many confused 10.3 with 10.1, mixing up the answers.

Question 10.2: Many were able to give correct examples.

Question 10.3: Many answered from the point of view of the customers and not empowering the staff. The use of the word “empower” posed a problem for many candidates.

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

Encourage candidates to think of solutions to service delivery problems. This can better prepare them for answering this type of question. Practice in this type of question will also assist in improving marks.

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

None

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

Practice on these types of questions can assist in improvement of the results.