

**QUALITATIVE ANALYSIS OF LEARNERS’ RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **CHIEF MARKERS’ REPORT**  **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **TOURISM** | |
| **PAPER** | **1** | |
| **DURATION OF PAPER:** | **3 hours** |  |

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

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| The 2021 NSC Tourism paper was answered fairly well compared to the paper of 2020. Despite the fact that there were still a number of learners who underperformed, the questions were constructed relatively straight forward resulting in a more “learner friendly” paper. The initial reaction was that there will be a good chance of less Level 1 candidates compared to previous years. This was not the case. A contributing factor to this may be that a number of candidates got a “free pass” to grade 12 from 2020 with the heavy weighting of their SBA marks when they were in grade 11.  There were specific cases whereby a learner only answered Q1-4 of the paper, leaving the rest out, or where learners leave blank spaces and not even attempting to write an answer. Also, the order in which some learners answer the questions: some would start with Q1, then do Q5, then Q3 and then Q8 etc. Another thing to mention is the way in which some learners number their questions: learners will write a correct answer next to the wrong question number or write a question number that does not even appear on the paper. This is just to name a few factors contributing to the many Level 1 performances.  The most challenging questions remain the “explain/discuss”-type questions where learners are expected to write in full sentences and in-depth insight of the content. Instead, they only write a few words or copying phrases directly from the texts. This is evident that learners have no in-depth understanding and knowledge of the content being tested. From the random sample of 100 scripts that I have moderated, only two candidates did not finish the paper and the average mark per script is 90/200, which is a four-mark improvement compared to 2020. |

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question).**

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| **QUESTION 1** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| This is a 40-mark question testing the knowledge across the curriculum. Out of the random sample of 100 scripts the average mark is 22/40. During the MSM meeting it was decided that step 1 and 2 in Q1.5 can be interchangeable. This question as a whole was not so well answered as expected. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Although Section A was not difficult, many learners showed a lack of general knowledge about the content in CAPS and other tourism related issues. Many simply just choose random answers.  **Q1.1-1.2** were reasonably well answered.  **Q1.3 -1.5** were poorly answered.  With **Q1.5** many learners switched step 2 and 3, even the Level7 candidates did this. It is obvious that candidates think that one has to apply for the visa before one book the flight ticket, which actually make sense. What will happen if one buys a flight ticket, and thereafter the visa application is turned down? This was clearly the thought process of the learners. With **Q1.3** candidates chose the incorrect answer in **1.3.2** and **1.3.3** which is also evident of a lack of knowledge. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Teachers and learners must keep up to date with current issues relating to tourism. Content taught in grades 10 and11 must built on in grade 12. Teachers must share resources with fellow educators. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| In **Q1.2.1** many learners chose the option “tourist visa” instead of “transit visa”. This is evident that learners do not understand the concept “stopover flight”.  Q1.5 show that the content on map work and tour planning was not covered adequately. Teachers need to give learners exercises from old question papers together with prior knowledge from grade 11. |

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| **QUESTION 2** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| This was a source-based question related to TikTok and the World Health Organisation (WHO), distinguishing between illegal/duty free goods, customs regulations and a world time zone map. The average mark from a random sample of 100 scripts is 21/40. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q2.1.1** was well answered. Learners could identify the organisation from the reading.  **Q2.1.2** was very well answered as the answers were in the reading.  **Q2.1.3** was poorly answered. Learners found it challenging in understanding the question. Instead of explaining WHY TikTok will help the WHO to convey their message, learners explained HOW it will contribute.  **Q2.2.1** learners were able to identify the duty-free goods from the images in the paper. The question was well answered.  **Q2.2.2** was poorly answered. This is a question from the textbook testing if the learners’ remembering skills. Many learners said “packets of cigarettes” or “bottles of wine” instead of focusing on the quantity e.g., 200 cigarettes and 2L of wine etc.  **Q2.2.3** was poorly answered. Learners simply find it difficult to understand why you need to go through the green channel, or if needed through the red channel.  **Q2.2.4a** was well answered and learners showed clear understanding of the term “prohibited”.  **Q2.2.4b** was well answered. Easy for learners to identify the illegal item between the images.  **Q2.3** was poorly answered overall. Learners find the time zone calculations challenging and making the same mistakes year after year in not knowing when/what to ***+*** or ***-***. In this paper the answer in every question had to be used to calculate the answer in the next question. If a learner made a mistake in the first calculation, that mistake will filter through to the other calculations and learners could not differentiate between hours and the actual time.  In **Q2.3.3** many learners searched for the time zone on the map and wrote +9.5 as in the time zone. The correct time zone to use was given in the extract, +10. This is evident of learners not reading with understanding or comprehension.  **Q2.4.1** was fairly well answered, although the images given and the text above the images confused many learners as the images and text describe jet fatigue, rather than jet lag.  **Q2.4.2** was well answered. Most of the learners said “get sleep or to rest”. |

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| 1. **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 markers will have a clear idea of the thought process of the learner * Use of the grey and white areas on the time zone map (although time zones of countries were mentioned in the reading) * Use and understanding of the 24-hour clock * How to calculate DST (although it was not required in this paper)   Learners will only understand the above mentioned when the teacher does the calculations with them in class, extensively! Subject advisors should organise compulsory workshops for all educators teaching tourism to improve time zone calculations. It’s surprising to see how many markers find these calculations challenging, which was evident in their written memorandums. How will learners be able to understand it when the teacher finds it challenging. Also, calculation of time zones should be done in each term and not only done in one term. Learners will forget.  Teachers must encourage learners to read the given sources with understanding and even underline/highlight the important information before attempting to answer the question. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| In the time zone calculations learners will write time difference (TD) as 2:00 instead of 2 hours. This clearly show that learners do not understand the difference between the specific number of hours and how to write the time according to the 24-hour clock.  In **Q2.3.2** there was no need to calculate TD with this calculation, but for some reason many learners did. This is clearly showing a lack of understanding.  One of the best ways to prepare learners for these calculation-type questions, is to use old question papers. |

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| **QUESTION 3** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| This question was based on foreign exchange rates and calculations. The question was poorly answered, and learners find it difficult to determine when to use the BSR or BBR and also when to **x** or to **÷**. The average from a random sample of 100 scripts is 5/10. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Some learners were able to do the calculation up to a certain point (able to x or ÷), but made mistakes in rounding off or using the incorrect rate.  **Q3.1.1** was fairly well answered. Learners were able to use the correct rate and method used for calculations.  **Q3.1.2** was poorly answered. This was a 5-mark sub-question which included an extra step in the calculation. This confused many learners.  **Q3.2** was poorly answered although it was only a 2-mark question, and not even a difficult question. I think everyone was expecting a paragraph-type question based on previous years’ question papers. Learners were simply unable to discuss one impact the weakening GDP will have on the South African economy. Learners actually looked at the impact from the inbound tourist’s perspective. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Same as with the time zone calculations, practice is required, especially how to round off. Teachers should use old question papers to practice calculations and showing learners how to round off. Rounding off should not be an issue for any grade 12 learner. Teachers must do calculations with learners in class and inclusive learning across the curriculum, working hand in hand with the Math-Lit teacher to help the learners with these calculations. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| The issue of BSR and BBR must be given attention in teaching. Although it was not required in this paper, teachers should also put focus on the strong/weak Rand and the impact it will have on inbound and outbound tourism. |

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| **QUESTION 4** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| This question was based on World Icons. Overall, the question was poorly answered as a result of learners showing a lack of basic textbook knowledge. The average mark for this question from a random sample of 100 scripts is 11/28. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q4.1.1a** was poorly answered. Learners were expected to identify the icons displayed in the three images. Many learners could not identify Niagara Falls and Venice correctly, only Sydney Opera House.  **Q4.1.1b** was poorly answered. As a result, not knowing the icons in the images, learners were unable to name the continents where these icons are located. It is as if learners struggle to differentiate between continent/country/province/city.  **Q4.1.2** was fairly well answered as the answer can be found in the reading, but still a lot of learners got it wrong.  **Q4.1.3** was poorly answered. Comparing the visiting numbers of Opera House to Venice’s numbers, learners were unable to explain why Venice is more popular. This question required learners to give some sort of description of Venice.  **Q4.2.1a** was well answered.  **Q4.2.1b** was poorly answered. Lack of knowledge from learners not knowing Egypt is located on the African continent.  **Q4.2.2** was poorly answered. Only a few candidates showed insight on why the Pyramids was a burial site. The rest just could not explain that it was used as graves for the Pharaohs.  **Q4.2.3** was poorly answered. Some responses from learners: “cat, triangle, human, animal”.  **Q4.2.4a** and **b** is a higher order question. This question was extremely poorly answered. Learners simply copied phrases from the reading and unable to discuss the examples from the reading. Learners lost out on a lot of marks as both sub-questions were 4-marks each.  **Q4.2.5a** and **b** was well answered. Learners could get the answers from the reading and therefor no problems in answering this sub-question. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| More specific detail is required in the teaching of the icons. Now that icons have been divided into smaller sections and the workload being less for learning, it is expected that learners will perform better in this section. In fact, this is not the case. Teachers should focus on important aspects and try to make it easier for the learners:   * Name of icon * Continent * Country * City * 3-4 characteristics of what makes the icon unique * Make use of the YouTube videos provided by ECDOE which bring the icons to life and ore understandable. * Extra images provided |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Responses indicate that icons are not covered sufficiently in the class. Learners also find it difficult to understand the action verbs used in certain questions. Some teachers teach icons using flash cards with images of the icon on the side and details about the icon on the other. It is, however, essential that learners are able to answer questions that require application of knowledge. Expose learners more to the way of questioning by the use of old question papers. |

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| **QUESTION 5** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| In this question the aspect tested was South African World Heritage Sites (WHS). All the sub-questions, except for Q5.3.3, tested textbook knowledge. The question was poorly answered. Out of a random sample of 100 scripts the average mark is 4/12. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q5.1** was fairly well answered.  **Q5.2** was fairly well answered.  **Q5.3.1** was well answered.  In this section, the above three sub-questions are basically the only one’s learners were able to answer well.  **Q5.3.2** was poorly answered. Learners were unable to explain what the role of UNESCO is. Many learners wrote “to protect or to look after”, which is actually incorrect, but it was decided that this can be accepted as the correct answer.  **Q5.3.3** was poorly answered. The answers to this 4-mark question are basically in the reading. Many learners linked their answer to “job creation”, rather discussing the benefits for the industry.  **Q5.4** was poorly answer. Simply a lack of knowledge for learners not being able to answer this question. The few who did answer correctly wrote “uKhahlamba Drakensberg Park” which is actually the old name. Only a very few learners gave the new name which is the “Maloti Drakensberg Park”. Both options were accepted as the correct answer. |

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| 1. **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. Responses from learners indicate that they do not have sufficient knowledge to give meaningful answers. One of the best ways to prepare learners to answer questions on WHS, is to use examples from old question papers. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| As with Icons, learners are expected to give the official names of WHS. Candidates lose out on marks. In **Q5.4** many learners will only write “Drakensberg Park” or “uKhahlamba Drakensberg landscape” or even “Drakensberg Mountains”, and unable to give the official name. Teachers should always refer to previous grades when preparing learners for examinations. |

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| **QUESTION 6** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| The aspect covered in this question is Marketing. The focus of the question was SATourism and its branding strategies. This question was answered poorly and the average mark from a random sample of 100 scripts was 4/10. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q6.1** was fairly well answered.  **Q6.2** was poorly answered. Learners were unable to link the information in the reading about the online exhibition and HOW it will fulfil the function of coordinating marketing activities. This was a higher order question and learners were unable to construct meaningful responses. Many learners simply just copied phrases from the reading.  **Q6.3** was fairly well answered as quoting from the text was accepted. Many learners simply quoted “inspiring new ways” or “an explorer’s paradise”. Some learners only wrote “flag”, referring to the colours of the South African flag in logo. Learners were unable to identify the strategy as a logo or slogan to which this sub-question was actually referring to.  **Q6.4** was poorly answered. Surprisingly learners were unable to discuss the TOMSA 1% levy. This is a higher order question and learners showed no in-depth insight about where private funding comes from to help SATourism with marketing. Still a large number of learners think TOMSA is a company. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Marketing as a whole should be taught in conjunction with examples from old question papers, focusing on application to assist learners in order for them to improve in this section. Educators can use a flow chart to explain the 1% TOMSA levi. Help the learners by explain to the what “private funding” means. This might have been confusing for learners. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Practice in application type questions is essential in preparing candidates to answer high order type questions. Educators can compile a sample of marketing-questions taken from old papers to assist learners. It will be really good if teachers can even start in grade 11 with this exercise (answering application type questions). |

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| **QUESTION 7** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| The aspect tested in this question was Tourism Sectors. The question was poorly answered and the average mark from a random sample of 100 scripts is 6/18. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q7.1.1** was fairly well answered. Learners were able to explain that the concept “image” refers to how people see a business.  **Q7.1.2** was poorly answered. Learners were unable to identify the words used to describe online behaviour. In fact, the answer is in the reading (netiquette or e-professionalism). Learners took other words from the reading such as “good manners, social etiquette, politeness and charm”, which are not describing online behaviour.  **Q7.1.3** was fairly well answered.  **Q7.2.1** was poorly answered. Learners were unable to explain how and in which way Mr Williams has violated the company’s social media policy. Learners simply copied the following from the reading: “he referred to his workplace as hotel from hell”.  **Q7.2.2** was extremely poorly answered. Learners had to answer YES or NO and then motivate two reasons. Many learners were able to give one reason only or simply giving positive or negative responses without even saying “yes” or “no”.  **Q7.2.3** was fairly well answered. After our MSM discussion it was decided that copying from the reading will be accepted. Therefor learners did well in the sub-question by copying “written warning, disciplinary hearing and dismissal”. For these learners got their 6 marks, otherwise this question would have been answered quite poorly. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| This is a wide topic that can be asked in so many different ways therefor practice in answering questions on tourism sectors is essential. Educators should teach learners to read the question thoroughly before responding to ensure that they understand what is required. Teachers must give informal tasks of case studies and extracts and help learners to read with comprehension. Practice this by using old question papers. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Candidates that copied haphazardly from the reading, e.g., in Q7.2.3, indicate an absence of reading comprehension. Teaching of terminology should be focused on to ensure better results in this section. |
| **QUESTION 8** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| The topic tested in this question was Sustainable and Responsible Tourism. From a random sample of 100 scripts the average mark is 4/12. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q8.1.1.1** was poorly answered. It seems as if learners got confused with the pillars, because many gave the Environment-pilar as the answer.  **Q8.1.2** was fairly well answered. Although learners got the above question incorrect, they were able to answer this question correctly. Many candidates simply copied from the reading “providing sanitation to 350 000 people in 37 countries” referring to the company giving back to the community.  **Q8.2.1** was extremely poorly answered. This was a paragraph question and learners displayed a lack of in-depth knowledge and were unable to answer this high order question. Many learners simply copied phrases from the extract or even copying the three bullets from the questions paper as their answer. Learners were unable to come up with meaningful examples to discuss how clean water, sanitation facilities and hygiene education will benefit the schools.  **Q8.2.2** was poorly answered. Learners were unable to explain why hand-washing stations will be sustainable than sanitizers. Some of the responses: “sanitizers will get stolen, children will drink it or it will be wasted”, all showing a lack of basic knowledge. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Teachers must focus on the pillars of sustainability, with the emphasis on sustainability in tourism. Application of concepts and practice in verbs is essential in teaching this topic. Old question papers and case studies on this topic should be helpful to learners to practice this type of questions. Learners need to be drilled in how to “explain, discuss and identify”. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Give learners specific discuss-type questions from old papers, with the assistance from the English educator, and do it with them in class. Focus on specific concepts and coach your learners on writing skills. Educators should also do research on sustainable practices of different tourism related businesses and how they are put into practice. This will assist learners in preparing for the exams. |

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| **QUESTION 9** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| This question focused on Local, Regional and International Tourism. The specific focus was on COVID-19 as an unforeseen occurrence. The question was relatively well answered by some learners, but sadly the average from a random sample of 100 scripts is 11/26. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| **Q9.1.1** was fairly well answered. Many learners referred to it as an “virus, disease and pandemic”.  **Q9.1.2** was poorly answered. However, some learners benefited from directly quoting from the text “to protect staff and customers”.  **Q9.1.3** was extremely well answered. This was the easiest question in the whole paper. Almost every learner was able to answer this sub-question. Learners only needed to copy four examples from the text to be awarded the four marks.  **Q9.1.4** was poorly answered. Learners were unable to link their answers directly to the accommodation sector. This is higher order question and as I mentioned before, learners find it challenging to answer the discuss-type questions.  **Q9.2** was poorly answered. Learners could only think of ONE reason why countries require proof of a negative COVID test from tourists. The question requires TWO reasons.  **Q9.3.1** was poorly answered. Learners were unable to interpret the concept “trend” and therefor did not understand the question. In the question “South Africa” is mentioned and therefor many learners responded with “Africa Land -73%”.  Q9.3.2 was extremely poorly answered. This 8-mark paragraph-type question was very challenging for the learners. Many learners find it difficult to construct meaningful sentences. In the memo there is an answer referring to “safety protocols”. Many learners were able to give four answers such as “where a mask, provide sanitizer, adhere to safety measures, keep distance, encourage to get vaccinated etc.”, but all these examples fall under “safety protocols” and therefor get awarded only two marks. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Teachers should assist learners in ways to master questions based on source-based texts through homework exercises, informal tests and examples from old question papers. This will assist learners in giving better responses. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| None other than those mentioned. |
| **QUESTION 10** |
| 1. **General comment on the performance of learners in the specific questions. Were the questions well answered or poorly answered?** |
| This is always the shortest question in the paper. It is usually a low to middle cognitive order question. Despite this, learners almost always do bad in this question. It was the case again and the question was poorly answered. From a random sample of 100 scripts the average mark for this question is 2/4. |

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| 1. **Why were some questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Q10.1 was poorly answered. As the answer to this question is in the visual texts, one would think that leaners will have no problem answering the question. In my opinion, I think learners thought that this was a trick question. Learners were required to give the name of the “app” used. We all know apps’ names are short and sometimes using catchy words or phrases. In this case the name of this specific app mentioned in the text was printed in very small letters using quite a lot of words to construct the name of this app. Some learners only wrote part of the name as their answer e.g., “eat safe app” and “screening app”.  Q10.2 was poorly answered. Many learners linked the app to do “bookings for accommodation or flights” or to use it from the comfort of one’s home, or to order things to be delivered at one’s home. The different images displayed in the visual text totally confused learners and they totally missed the focus-point of this visual text. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Encourage learners to think of solutions to service delivery problems, or how customers might react in certain situations. Tell learners to put themselves in the situation described in the question/scenario, and how they would have reacted if it was them. Educators must develop a skill set for learners to interpret and apply information from extracts and case studies by using old question papers. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Learners found it challenging to construct meaningful answers to Q10.2. This can be attributed to a lack of general knowledge and so the result of poor language skills. Assist learners in identifying key verbs in order to have a better understanding of what is being asked in the question. Practice on these types of questions can assist in improvement of the results. |