

CHIEF MARKER'S REPORT

SUBJECT:	TOURISM
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

The aim/objective of the question. This is 40 mark question testing mainly knowledge across the Four Learning Outcomes. The Los and Ass tested in this question were mostly relevant to the content covered in Grade 12. Few of the question were based on learners general knowledge in relation to Tourism for example question **1.1.1, 1.1.4, 1.1.9, 1.1.11, 1.1.13, 1.1.19, 1.2.1, 1.2.2., 1.3.1, 1.5.1-1.5.5**. All the other questions were linked to the relevant Learning Outcomes and Assessment Standards.

1.1 Was the multiple choice question with a total of 20. In this question of the learners was good. The tricky areas were mainly around the general question as a result they lost some marks there.

1.2 This was a One Word question and possible responses were given this was fairly answered by most learners. Problematic options were in **1.2.4 & 1.2.5**. In **1.2.4** some learners could not differentiate between a route map and a road map, even though the correct option was route map. This gives a call to educators to focus more on differentiation of maps the learners need to know about. **1.2.5** Most learners gave France as an option though the correct response was Switzerland. It is important when Currencies are taught, start by exposing them to countries that use different currencies, symbols each currency use and then to the actual conversions.

1.3 In this question learners had to choose an option from the brackets, from **1.3.1-1.3.3** responses were good, but coming to **1.3.4-1.3.5** the responses were mixed up. In **1.3.4** learners could not differentiate between the code of conduct and contract of employment. Whereas the ideal response was code of conduct. When dealing with LO 1 AS 3 learners it has to be clearly explained to the learners the difference between the two. In **1.3.5** learners here could not differentiate between a photocopying machine and laminating machine. The expected response was photocopying. LO 4 AS 5 requires learners to be exposed to all technological equipment used in the tourism context. They are to know functions of each, advantages and disadvantages and be able to identify these if an illustration has been used. The educators need to make use of pictures in cases where it is not possible for learners to work with these equipment or even see these physically.



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1.4 This was a match column question learners were to match to columns. Learners' performance was very good in this question.

1.5 The collage used was fascinating. Most learners could relate with what they saw in the picture and scored full marks in this question. This was of the general questions.

Overall Section A compared to other years was done well by learners. There is a trace of improvement in how learners choose options and not use guess work. Most of them scored between 20-35 in this question and that is commendable.

QUESTION 2

This question was testing application of knowledge and learners had to work from a source which was a cartoon they had to identify and apply knowledge learnt in LO 1 AS 1 & 2. Learners are required to be very good readers and be able to comprehend the extract provided.

In 2.1.1 learners answered this question mostly by identifying the clue Cave Art as indicated there, but some of them did not observe that clue but rather overlooked and overlooked it and just answered Art. The question allowed many possible responses which led to some learners earning points. If a learner just answered Art it was not good enough as learners were to indicate either Rock Art or paintings, Cave Art, etc. see memo.

2.1.2 (a) In this question a clue was also given in frame B a Tour guide leads and shows the tourists the guests the art around there. The question required them to identify any entrepreneurship opportunities linked to the site shown in the cartoon that the community may explore in order to an income. Learners struggled to answer this question as they just broadly went astray responses ranged from they will get jobs but without providing examples on how the income was earned. The expected responses ranged from that they can sell local crafts to the tourists, can act as tour guides, perform dances, etc. Responses were to be linked to the entrepreneurial opportunities.

(b) This was a general question and learners were to identify mixed Heritage Site. This is one of those questions that creates an integration with the works covered in grade 10. The learners were to provide the response saying **Ukhahlamba Drakensberg** as a mixed heritage site by mixed it means the site has both natural and cultural heritage attached to it. Learners did badly in this question, their responses ranged from Robben Island, Museums, etc which all those were not the ideal responses expected.

2.1.3 Some learners could identify the document as the White Paper on the development and Promotion of Tourism 1996. Learners are to be trained in answering this in full not just White Paper as this may refer to any White Paper because any law that will be passed in the country will be referred as such. White Paper in Tourism is basis of everything that happens in the tourism industry. Learners are to be exposed to the objectives found in this document Social, Economic and Environment including its aim. Learners did not do well in identifying this document.



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2.2

This question was again a source based question and an extract was used.

2.2.1 This question wanted the learners to explain the meaning of Domestic Tourism. In Grade 10 learners were introduced in types of tourism and this was one of those. Most could identify with the concept thus giving the appropriate definition, but other answered it too generally for example it is about travelling in your area or just provided examples e.g. travelling to Port Elizabeth or East London.

Educators are to ensure that when they deal with **LO 1 AS 2, government strategies to redress past imbalances in Tourism** deal especially Domestic Growth Strategy they start at base of this strategy by ensuring that learners understand definitions.

2.2.2 The question was based on the extract and learners had to relate a statement quoted there on 'tough economic conditions' and what that meant. This Question can be classified as higher question as learners had to apply Knowledge around current issues like economic recession to tourism Issues in the country. Most learner struggled to identify Recession as the meaning of tough economic condition even though the title of the extract mentions something around "Recession".

2.2.3 This question was well answered by almost all learners as the response was drawn straight from the extract.

2.2.4 (a) This was well answered as the response was once again straight from the extract. Even though others showed ignorance and answered just '**five year strategy**' whereas they were to give the following **The Tourism Sector Plan/2020 Growth Strategy**.

(b) The question required them to identify role players committed in ensuring growing domestic tourism, learners response were good as some could identify these but there learners that did not have a clue of these even though some of these were mentioned in the extract. The question required a bit of application of knowledge for example they were to give responses like South African Tourism, National Department of Tourism (NDT). Educators are to keep learners updated with changes happening in the Tourism Industry, for example DEAT is no more involved in Tourism and the current department that deal with Tourism in the country is NDT. DEAT was accepted though but educators are to update information which is in the textbook time and again.

2.2.5 This was a higher order question learners were to discuss contribution of service excellence with regards to:

(a) Economic growth in South Africa – answers were to be around positive word of mouth, repeat visits, create more jobs, etc. (see memo)

(b) The development of communities – expected answers set multiplier effect in motion (this is a concept that learners were to have to be developed in from Grade 10 right through up to Grade 12 please note this), develops skills/entrepreneurial opportunities, develop infrastructure for transport (roads), as well as health, educational and recreational.

The learners could not differentiate between the two they kept on referring to job creation even in community development whereas that was not the case. When teaching LO 1 AS 1 in Grade 12 ensure that you create a distinction between the



two. Learners responses were mixed up for economic development they will answer about **infrastructure development**, for economic they will mention **job creation** which is not appropriate at this stage. See memo for more options as several responses for each are listed.

2.3 This question was based on LO 1 AS 1 i.e. Government Strategies to redress past imbalances in tourism.

2.3.1 The question required them to answer directly from the extract. The mistake learners make is that they do not read the question in this instance they were required to explain. Some of them gave one word answers which led to them being penalised and give 2 marks instead of 4. They attempted to answer this question most of them gave explanations and were correct.

2.3.2 The learners were once again required to explain and some still made the same mistake they made in the above question. This was not well answered, responses provided were just based on employment/job opportunities without explaining his contribution even though the clue to the answer was in the extract.

2.3.3 Badly answered by most even by those schools that were supposed to know these strategies. Learners kept on repeating what was indicated in the case study **BEE or BBEE**. The asked wanted to name other strategies **which responses should ranged** from Domestic Growth Strategy, TEP, FTSA, Shot Left campaign, etc. This was a very serious mishap on the side of the educators if they did not deal with these in class. Please focus on all these strategies/campaigns so as to equip the learners.

QUESTION 3

This was again a source based question that will require learners' knowledge and application.

3.1 The learners answered this badly they just mention employment opportunities and left out economic growth. Once again when dealing with Strategies mention 2.3.3 especially the domestic growth strategies ensure that you deal first with the aims/objectives of this strategies by identifying these as Transformation, **Job creation and Economic Growth**. The two bolded were the required responses as transformation was mentioned. Most learners gave the how part i.e. how to achieve these objectives which is by ensuring that there is increased length of stay, changes in seasonality trips, etc. These are just steps to achieve the above three main objectives. Educators are to expose learners in the Domestic Growth Strategies flow chart. Consult your Subject Advisor or Provincial Subject Planner to assist you with updated information or visit the website for South African Tourism www.sat.org.za or National Department of Tourism website www.ndt.gov.za if you have access to the internet for updated information as this strategy is currently reviewed.

See also exam guidelines 2009 for Tourism and LPG (content framework).

QUESTION 4

This question was based on Sustainable and Responsible Tourism. The question was not really based on Technology in Tourism per se, but a web page was used to contextualise questions being asked related to LO 2. As much as the webpage was just used learners at least should have had an opportunity to look at a webpage which could be a problem to the learners without computers especially not linked to the internet.

4.1.1 Language barrier led acceptance of other responses because the clue to the appropriate answer was 'trendy' which will lead "**Modern Art**" as the most appropriate response. The learners gave responses ranging from African Crafts, new or jewellery. The memo was very accommodative as other Responses mentioned here were accepted, giving them an opportunity to score the full 2 marks.

4.1.2 The question was fairly answered and improvement was evident in other centres in which learners were able to approach "**Triple Bottom Line**" which **Economic (Profit), Social (People) and Environmental (Planet)**. Even though there was that improvement most learners just gave the three pillars/factors without contextualising but providing examples. This was a higher order question requiring learners to be able to think out of the box in some instances as responses were linked to knowledge given to them in class. Some responses could be based on the webpage for example when answering on environment – use of recycled materials is mentioned there. This is a very complex topic and need educators to equip themselves more when dealing with topic in class by reading further than the textbook, doing research and once again consult your Subject Advisor or colleague in any school who may have more information in this topic. Do not just teach the three pillars without creating links. The most ideal way to address this always try to find an extract or case study wherein three have been dealt with and allow your learners to identify these then provide examples.

4.1.3 & 4.1.4 **Getting deeper in FTSA will help your** learners understand the principles of fair trade which are around that payment of fair salaries for community members, no exploitation of community members, fair participation of everyone in tourism venture, skills development or sharing, and that benefits should be shared within a collective. Consult previous question papers and memos and see how this concept is outlined and expected from it. Overall this was badly answered by learners.

4.1.5 The learners could not answer this question well as a result lost marks their responses ranged from it is to use internet or to send an email. Whereas they were required to discuss ways in which African Home as business encourages promotion of cultural tourism. Higher order question they supposed to indicate the fact that an awareness of the various cultural groups found in SA are advertised in their webpage and that encourages tourists to visit the various cultures.

Badly answered or they just wrote the whole paragraph from the webpage making it difficult to mark as it takes the marker longer to read.

4.1.6 No clue of what marketing mix is. Learners responses ranged from providing example e.g. beads, craft, etc. which was not the question required. LO 2 AS 3 deals with marketing of local tourism products so **the "Marketing Mix"** must be dealt with i.e. **Product, Price, Promotion, Place and People**. Learners were to



analyse the African Home webpage and indicate how the marketing mix have been used there. Very badly answered by learners educators are to look into this very closely.

4.1.7 This was an open ended question which allowed any South African cultural group using beads as a response. Learners did very well and were also led by the webpage.

4.1.8 Badly answered most learners could not answer this at all this may account to exposure to the internet which understandable so that not all schools have access to the internet. This leads the educator to put more emphasis by providing information which may be researched in various textbooks at his/her disposal on the use of the internet. Application or use of the internet is accorded to learners especially when dealing with LO 4 AS 5. See memo for possible responses for this question.

Afrikaans learners struggle with terminology as identified by markers – for example “Online” – Aanlyn – directly translated; “Beads on a string – Krale aan ‘n lyn”. Suggestion from markers was that give English terms in Brackets.

4.2.

4.2.1 Global warming and climate change are topical at this time. Many answers could have been arrived at through general knowledge and keeping up to date with the news. Further I must this advice that this need you as an educator to go deeper when explaining global warming your Geography or Life Science colleague may come in handy if you are not sure about how to put across this concept to your learners. The mind map used there was a base for learners’ response. The mind map could be very useful when teaching this concept please utilise it as it outlines all causes of global warming. The expected response

Which was Climate was not that explicit for most learners as a results could not Not get this question right. They kept on sighting what was indicated in the mind map.

Please pay special attention to the topic of global create links with climate change.

This will link with LO 2 AS 1 global strategies that protect the environment.

Before introducing your learners to these strategies start by unpacking the concept global warming then create a link why these global strategies are in place.

4.2.2 Again this question needed more from learners they had to link the activities of tourists provided in (a) and (b) will help reduce effects of global warming. Learners responses ranged from no frozen foods without explaining first the process involved in production of food and the benefit of buying locally produced food. In which they were supposed to have indicated that less use of transport from production points thus reducing CO² emissions, reducing carbon footprint, etc.

For (b) saving electricity learners responded by just providing example like use of energy saving bulbs without with explaining the how part i.e. saving electricity for example reduces the need to burn fossil fuels and thereby reducing ‘Greenhouse Gas’ emissions.

The basis of this topic really begins with understanding yourself what the concept global warming mean and how to prevent it for escalating.

4.2.3 Badly answered most learners had no clue of what green energy is. The responses that were expected are as follows: wind, sun (solar heat), water (hydro), bio-gas, bio-fuel, etc. see memo for other possible responses.

4.2.4 Consequences of global warming over the year have tested and still learners could not get this right. They need to be trained that when ever this question comes up they must look at the impact these will have on the tourism industry citing things like destruction or disappearances of tourist destinations, damaging infrastructure, (see memo) for other possible responses.



This LO requires thorough planning, research and preparation on the side of the educator. Once again consult your colleagues or Subject Advisors.

QUESTION 5

This is the shortest question in the tourism question paper and unfortunately perhaps not well attended to in class. This is based on LO2 AS 4 which deals with issue of heritage and culture. In the LPG content framework a guide has been made there to what to focus on when addressing this Assessment Standard. The guidelines range from festivals, folklore, dress, traditions, food, history, religious and other belief systems. This can be very heavy to deal with every culture found in SA, but this can be taught leisurely. For instance in between your heavy topics make them do informal researches on each culture and this can be done right through the band i.e. Grade 10-12 and emphasise to you're the importance of understanding diversity in South Africa. Moreover if they think to work in the industry they need to understand the background of each culture.

Consult your LPG and most of all Exam guidelines 2009 (page 5) as this document helps you as an educator in class.

Overall the question was badly answered by most learners as they could not relate with Zulu cultural Reed Festival. The memo though was a bit lenient as it allowed responses ranging from, **that it does not take anywhere in the world but in SA.**

Learners that understood the entire proceedings of the festival could answer This question by explaining everything that took place in that festival

QUESTION 6

6.1 I must commend the educators in this section there is improvement. It is worse that this year the question had more marks for time zones advantaging those learners that were properly taught and unfortunately there are still those that could not get how to go about doing calculations. **The World Time Zone Map** used there was an improved version as it included the clock to assist learners to work with too when doing calculation.

6.1.1 Some learners struggled with responding to this question they just explained that it is furthest South. The expected response was that Cape Town is closer to the 15⁰ east line of longitude compared to rest of South Africa. Learners gave

Another response that it is in +1 this was accepted because it depended upon

How this was approached in class. Whenever teaching time zones touch on the location of Cape Town and why it uses the time as based in 30⁰ E.

6.1.2 -6.1.3 Most learners got to the answer only without steps they were credited for that as the question did not state show calculations. They are to be taught to work steps so as to be able to cope with the question if it indicates show calculations. Others used steps but could not get to the required answer but were credited for correct steps indicated.



This area required practice encourage them to work through previous questions papers or even formulate their own scenarios and workout answers. In class allow them an opportunity to calculate together in the board by that you will be able to detect challenges. Once again if you yourself as an educator you are not 100% confident on time zone calculations consult. Expose your learners in the world time zone map right through this will allow them to easily identify countries or cities used there.

6.2.1 This was based on health and safety of tourists. Some learners could not provide an explanation or interpret what each sign meant. They just wrote exactly was in each sign they were credited though.(see memo)

6.2.2 The response was an interpretation/synthesis question (higher order) not well answered but attempted by some learners.

6.3.1& 6.3.2 Strategies of RETOSA link with the work in Grade 10 and 11 on SADC. This was somewhat an unfair question. This was indicated clearly even in the moderator's report that this was not even in Grade 12 work. As a result was badly done , including the MDGs in 6.3.2. (see memo for possible responses for both) and perhaps try to address these in future.

6.4.1 Based on the table, most learners could understand that it was Germany, struggled with the second part of the question which was sustaining existing markets. Please focus on two concepts '**New**' and '**Existing**' markets allow opportunities in your classroom that learners work tables or graphs with data and then create a link with the concepts. Question fairly answered by some learners.

6.4.2 & 6.4.3The question was well responded too more over that the learners could identify options provided. The mistake they do some of them is leave out the symbol before or after the provided this cost them marks. Train them not to forget use of symbols before currencies, **e.g. R, \$, €, etc.**

6.4.4 Two responses were accorded by the memo and advantaged learners. This was due to bad phrasing of the question see memo for these responses. Learner still struggle with identifying when to use multiplication and when to sue division. They are to be taught the correct formulas so as not to go wrong in their examinations.

6.5.1 The question was based on current issues which may have a trace of general knowledge. Learners though struggled in responding to this question and provided in other cases symptoms of this disease and not indicating the negative impact of this disease on travel trends. Some tried to explain that it impacted on travel plans of people as it spread easy/quick and people were afraid to travel.

6.5.2 Totally misunderstood by learners as they kept on referring back to Swine Flu see memo for possible responses ranging from high airfares, etc.

LO 3 is a very long learning outcome and accounts to more marks in the question paper. Attention to detail when dealing with this LO is advised.

QUESTION 7

7.1 An extract was used as base and to create a context to respond to questions being asked.

7.1.1 Learners struggled to give appropriate responses to tourist needs and expectations. One word answers were not allowed as they were required to explain. Some of them just the examples but were credited 1 mark. In future that may not happen, focus on building the proper language for responding to questions like these. Others attempted to give explanation if relevant they were credited. (see memo). This is LO 4 AS 1 teach these concepts paired with examples.

7.1.2 (a) and (b)

Badly answers learner had no clue but the memo was open and accepted anything from food, culture, language, etc. It was not a fair question as learners may not have dealt with Algerians in particular, but have dealt with Brazilians in their PAT which could give them an advantage. Even though Brazilians were covered in PAT still could not get the correct responses. When teaching this try to research as many cultural need and expectations of tourists so as to prepare the learners. The unfair part is that you will not be able to know which one will asked in an examination.

7.1.3 Even though this was a suggested topic for Grade 12 2010 Project some learners could not get to the proper response. A link could have been easily translated to the rest of Africa as the world cup was held in SA which is part of Africa. Others fairly responded to the question. Responses were to range from repeat visits, free advertising, etc.

7.2.

The question was based on the cartoon.

7.2.1-7.2.2 Most learners responded well and could understand what the resort was offering. There challenges though as some could not even attempt to answer this question.

7.2.3 Some struggled to create a link with what will happen when what was asked in 7.2.2 was not addressed, which negative Word of Mouth (WOM) exposure of learners to use of this abbreviation is important.

7.2.4 Some learners struggled to identify in (a) poor body language in a they gave responses like poorly dressed which is not body language, etc. They are to be taught the difference between verbal communication and non-verbal communication. When answering (b) they would again refer to the attire that he must dress well again that is not related to body language. Expected responses in were to be around the facial expression, not friendly and to solve need to wear a smile/be friendly to guests, etc (see memo)

QUESTION 8

8.1.1 -8.1.2 The organogram was used a guide to contextualise the response learners were not required to source responses from it. They still struggle to understand values of teamwork and various played by everyone in a team including the leader. Please teach learner this Assessment Standard very well unpack with all relevant content linked to teamwork.



8.2 This question was unfair especially those with no internet access and cannot send emails. LO 4 AS 5 requires them to be able to apply/use the various technologies. Last year an email window was used in the question paper that can be a basis of addressing any gap the learners may have on sending emails. Where possible arrange with you CAT colleague to assist in giving your learners to use computers and expose them to the internet. This must be done in almost technology used in the tourism context.

Question badly done by some learners and others might have succeeded to get to correct answers through guess work.

8.2.1 No clue at all again this links to what is discussed above and in question 4.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

1. Train your learners not to use the answer sheet in the answer book as they are unable to work with it. They must just answer the entire section from page 1 of the booklet.
2. Exposure to cartoons, extract, case studies, graphs, illustrations is mostly advisable to prepare the learners for the Tourism examination.
3. Encourage your learners to work through their work in groups especially in questions that require calculation and understanding of strategies for example be it the government strategies to address past imbalances or global strategies to protect the environment. Allow platforms in your classrooms for presentation in which learners present what they have researched from their textbooks, libraries or internet. Guide them in that process do not just let them figure out how to do all that without scaffolding as presentation take place.
4. The Department of Basic Education (Provincially) had a wonderful partnership with various SABC radio stations (Umhlobo Wenene, etc) which allowed learners an opportunity to listen to experts to teach in the language they are comfortable in. Encourage them to listen these programmes which usually start in the evening every day. Be on the lookout on such programmes alert your learners or consult your district offices for any such radio programmes.
5. Train learners to answer one word questions when required, short and succinct but relevant responses where required too. Discourage them to right very long response which most of the time are irrelevant.
6. Expose the learners in previous question papers right through the year for revision.
7. Avoid retesting the previous question as this will not challenge your learner, use these papers just as a base and not re-invent the question paper rather use it as your guide for test or exams.
8. Set question papers and projects and tasks with fresh ideas work a good task/test or examination paper takes hour of preparation but will surely pay off as you will be confident in developing your learners holistically and prepare them for an external examination.
9. Attend cluster meeting for content development and for moderation sessions as these are platforms for own professional development.



8. ANY OTHER COMMENTS

1. Make partnerships with businesses.
2. Share information with colleagues.
3. Develop your learners in language that can only happen through question papers you set and use of previous papers for revision.
4. Arrange excursions whenever possible so as to expose your learners in what happens in the industry.
5. Have a variety of textbooks as the tourism teacher.
6. Once again make use of resources at your disposal subject advisors, Colleagues, cluster meetings not just for moderation but for constant content development.
7. Workshops to be organised annually by Subject Advisors so as to bridge any content gaps in the subject as this is not a static subject but rather dynamic subject.
8. I am sure the Provincial Subject Planner will constantly quality assure what happens in each district.
9. Overall there has been a significant improvement in many schools judging from how learners answered especially problematic questions e.g. Time zones and sustainable and responsible tourism. Well done to those schools especially educators who stressed the importance of these areas. Do put more emphasis in these areas in future and even in other questions.