2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	TOURISM
PAPER:	1
DURATION OF PAPER:	03H00
DATES OF MARKING:	03/12/2019 – 12/12/2019

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

The 2019 NSC Tourism paper was answered fairly well compared to previous years. With less Level 1 candidates, this overall improvement can be linked directly to the fact that the paper was set in such a way that one can say it was "learner friendly". By saying this, the questions were constructed relatively straight forward. There was still a number of learners who underperformed. It seems the most challenging questions remain the "explain"- and "discuss"-type questions, and not necessarily referring to high order questions only. Learners are expected to write full sentences to show their understanding and knowledge of the content being tested, but instead they only write a few phrases showing no in-depth insight. Extracts and case studies were answered poorly by most candidates. This could be the result of poor language skills. Learners did not understand the meaning of specific words and therefor did not understand the question or how to answer it, resulting in learners repeating the question or simply copy answers from texts or sources. One could also assume that learners just did not study textbook content well enough. In a random sample of 100 scripts I moderated there was no learner that did not finish the question paper. The overall average per script from the random sample of 100 scripts is 45,8% (Level 3).

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
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This is a 40-mark question testing knowledge across all topics in CAPS. Out of the random sample of 100 moderated scripts the average mark is 24,86/40. Due to the mistake in **Q1.5.2** it was decided at the Marking Standardization meeting that "2018" would be ignored for the FIFA-World Cup.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Although this was not a difficult question, many learners showed a lack of knowledge about the content in CAPS and other tourism issues. Overall **Q's1.1-1.5** were reasonably well answered. However, **Q's1.4** and **1.5** was poorly answered. In **Q1.4** learners got confused between options A and E. In **Q1.2.3** and **Q1.2.4** learners switched answers. In **Q1.5** many candidates displayed a lack of knowledge about events/icons and world heritage sites.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers and learners must keep up to date with the latest issues relating to tourism, because some questions are not directly related to textbook content. Learners should also be advised that they can refer to the world time zone map, if needed, to answer choice questions related to time zones. It is if some learners think they only need to use the time zone map for the calculations.

(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Q1.2: A large number of learners do not have any knowledge about COP24 and the G7 Summit. They know it is meetings/gatherings of some sort, and switch the two answers.

Q1.1, 1.2 and 1.3 was fairly well answered. **Q1.4** was poorly answered showing lack of knowledge about the professional image of staff in specific industries. **Q1.5**: The response from learners still proves that there is a gap in their knowledge about icons/attractions. I assume this is the result of learners just not studying textbook content well enough, because of the huge load it consist of.

Teachers should build up a bank of tourism related information or short questions from old papers that can assist learners in preparing for examinations. This could help in improving general knowledge of learners.

QUESTION 2
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was a source based question related to Bleisure Tourism, Augmented Reality App
Internet of Things (IoT) and a World Time Zone Map. There is a clear indication that there is still
a large group of candidates that cannot do the time zone calculations. The average mark
from a sample of 100 scripts is 19,20/39.
(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q2.1.1: This question was fairly well answered and learners showing a clear understanding of
what a Bleisure tourist is.
Q2.1.2a: Was well answered
b: Many responses were about a specific document, because of the word "document"
used in the question. Learners gave answers such as Health Certificate, ID, Passport etc.,
rather than figuring out it should be a letter from work, salary advise etc.
Q2.1.4, 2.1.5 and 2.1.6 was well answered.
Q2.2: Only a few learners scored full marks in time zone calculations. Those who performed
poorly gave partial and incorrect responses with incorrect calculations. This clearly show a
complete lack of understanding of time zones as well calculating DST.
Learners also displayed a lock of knowledge about the latest technology that can be used in
the tourism industry.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q2.1.1: This question was fairly well answered and learners showing a clear understanding of what a Bleisure tourist is.
Q2.1.2a: Was well answered
b: Many responses were about a specific document, because of the word "document" used in the question. Learners gave answers such as Health Certificate, ID, Passport etc., rather than figuring out it should be a letter from work, salary advise etc.
Q2.1.4, 2.1.5 and **2.1.6** was well answered.
Q2.2: Only a few learners scored full marks in time zone calculations. Those who performed poorly gave partial and incorrect responses with incorrect calculations. This clearly show a complete lack of understanding of time zones as well calculating DST.
Learners also displayed a lock of knowledge about the latest technology that can be used in the tourism industry.

(c) Provide suggestions for improvement in relation to Teaching and Learning
The following are important and should be done with intensive teaching:
1. The steps in time zone calculations. Steps must be in correct order so that the marker can have clear idea of the process.
2. How to calculate DST.
3. Use and understanding of the 24-hour clock.
Learners will only understand these 3 points if teachers do the calculations with them in the class, and not just simply to explain it. Practice makes Perfect!!!!

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Q2.2.3b: Learners struggle to give a clear explanation of what DST is and how it works.
Many learners do not indicate the Time Difference(TD) clearly, they just merely write a number.
Candidates also do not know when to add(+) or when to subtract(-) the flight time. The best way of understanding this part of the content is to use examples from previous papers. Take time in class to explain and show how calculations must be done.
It is the responsibility of the educator to stay abreast with the latest technology trends and to expose learners to this. Especially learners in rural areas. Workshops on setting quality examination papers should be organized by all subject advisors in order to help educators. Educators must also share resources.
Noted from the responses of learners one could get a clear indication that learners have an idea about the calculation steps and get it partially correct. But then you get those responses that do not make sense at all. This make one wonder what is happening in the classroom. Is the teacher actually capable/competent in teaching time zone calculations.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was based on foreign exchange rates and calculations. Overall, this question
was poorly answered. Learners have no idea of when to use BBR and when to use BSR. They
also don't know when to **x** and when to ÷. The average mark from a sample of 100 scripts
is 3,98/11.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In **Q3.1** almost all candidates displayed a lack of knowledge about WHY banks use BBR and
BSR. Instead learners explained the meaning of these two rates, giving a definition.
Q3.2 and **3.3**: Candidates do not know when to x and ÷ or when to use the BBR and BSR.
Because of the nature of calculations in this paper, there was no real issues with the rounding
off of the final answer, accept for the following:
1.   Many learners did the correct calculation, but place the comma in the wrong place
which resulted in the answer being wrong.
2.   Many learners did get the correct answer, but for some reason go on and do another
rounding off step, which resulted in a wrong "final" answer.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Same as with the time zone calculations, practice makes perfect. Teachers should use old
examination papers to practice calculations and especially showing learners how to round
off. Teachers must do calculations with learners and TEACH them how to interpret the final
answer on the screen of their calculators in terms of what the commas and points(.) actually
mean. The issue of BBR and BSR must be given attention and be well explained.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Workshops on time zone discussion combined with foreign exchange must be organized by
subject advisors. From learners' responses one could get a clear idea that candidates have
quite a good perception of the steps, but then one gets those that don't make any sense at
all. This make you wonder again, what is going on in the classroom? Learners must be given a
lot of examples to practice and also, learners must be taught how to round off answers
correctly. This was a reversal foreign exchange calculation, which needs to be taught in class
as well/ learners be exposed to all forms of foreign exchange calculations.

QUESTION 4
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was based on World Icons. Overall the question was poorly answered, as a result of learners not studying this textbook content well enough. One can see the lack of basic knowledge about icons. The average mark for this question from a random sample of 100 scripts is 11,04/26.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Overall this question was poorly answered. There is clearly a lack of knowledge about icons amongst learners.
Q4.1.1: Pictures about different icons were given. Learners could neither correctly identify/name the icon nor the country it is situated in. Some of the reponses: "Opera House", "Christ the Redeemer" and "London" as the country for Big Ben.
Q4.1.2: The response from candidates clearly showed a lack of knowledge about the characteristics of the different icons.
Q4.1.3a: Many learners could not give the name of this icon (French Riveira), but could identify a water based activity related to the French Riveira in question (b).
Q4.2.1: This question was poorly answered. Many learners simply copied from the text.
Q4.2.2 and **4.2.3**: Learners could not interpret these two questions. It was evident from their answers. These were high order questions and required learners to apply their knowledge.

(c) Provide suggestions for improvement in relation to Teaching and Learning
The work load of icons that need to be covered in class is a lot, and time is limited to do so.
Teachers should focus on important aspects such as:
1. Name of icon
2. Country
3. City
4. 4 to 5 characteristics of what makes the icon unique
5. Extra images provided by the educator
Another reason for the poor performance in this section is that learners are expected to answer high cognitive order questions. It's quite clear that learners struggle to understand the action verbs used in the questions. Which clearly shows a lack of English teaching across the curriculum.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
From the responses of learners it is indicative that not enough time is spent in the classroom
on icons, or that learners simply do not study this section of the content well enough. Time is
limited, therefor teachers need to assist in summarizing each icon to try and make the work
load more "learnable" for learners. Icons is a challenging part of the curriculum. Teachers
have the responsibility to assist learners in preparing them to answer questions that require
application of knowledge. It is essential that learners understand the importance of giving the
correct names of icons.

QUESTION 5
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question covered the topic of South African Heritage Sites. This specific heritage site,
The Barberton Makhonjwa Mountains, was also covered in the PAT. One would think that
learners would have good knowledge about it. In fact this was not the case and the question
was poorly answered. The average mark for this question is 4,08/10.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
For content where a lot of time was spent on during the PAT research, learners displayed no
insight knowledge about this attraction. As if PAT was done in isolation with no linkage to
CAPS.
Q5.1 and **5.2** was specifically related to the content in PAT. It was very disappointing to see
how few learners could actually correctly answer these two questions. Some common
responses for Q5.2 were "many attractions along the route" or "want to see the mountains".
Q5.3: Was also poorly answered. Answers from learners showed that they did not understand
the question. The most obvious response from learners was "decrease in tourist numbers".
Once again this shows that learners find it difficult to answer "explain"- and "discuss"-type
questions. The result of poor language skills.

(c) Provide suggestions for improvement in relation to Teaching and Learning
It is becoming obvious that the content of the PAT is being tested in external papers. Teachers
can start by including a question or two about the specific PAT in the mid-year examinations.
Educators should encourage learners to keep the research material of the PAT, so that it must
be used when preparing for examinations and be seen as part of the content/curriculum.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers should focus on each heritage site together with the role of UNESCO. Learners should
also be encouraged to write in full sentences. Use old question papers for guidance.

QUESTION 6
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The aspect covered in this section was Marketing (TOMSA). Specific about an invoice
received by a tourist from a hotel. On the invoice R10 was added to the total price, which
was the 1% TOMSA tourism levy. This question was surprisingly poorly answered. The average
mark from a random sample of 100 scripts is 2,54/14

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Compared to the other questions' averages, this question was answered the worst. It is
definitely a higher order question thus resulting in the poor performances of the candidates.
Q6.1: The question was fairly well answered which is evident that learners have a good
understanding of the 1% TOMSA Tourism Levy.
Q6.2: There were a few learners showing insight in how this 1% levy end up at SATourism.
Q6.3: This question was very poorly answered. Even Level 6+7 candidates found it challenging
to answer this question sufficiently. Learners could not explain how the tourism levy is used to
achieve the core functions of SATourism. Candidates simply repeat the questions. For some
reason learners are under the impression that SATourism is solely responsible for improving the
tourism industry.

(c) 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.
Higher order questions where learners need application of knowledge should be practice all
the time in the classroom

(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 the learners to answer high
order questions. Educators can compile a sample of marketing-questions taken from old
question papers to assist learners. Teachers can even start in gr.11 with this exercise (answering
application type questions).

QUESTION 7
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The aspect(s) covered in this question was about Tourism Sectors. Overall quite a number of candidates performed well in this section. The average mark from of a random sample of 100 scripts is 7,13/16.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 7 was fairly well answered. It consists of lower and middle order questions.
Q7.1.1a+b: These questions were well answered. Learners just needed to look for the answer in the source and substantiate why they chose that specific answer/option. Apart from this, there were still some learners that did not interpret the question correctly and gave other "examples of room keys" as their answer, while the question stated clearly "….apart from room keys…."
Q7.1.2: Was well answered, accept for some learners not focusing on the room, but the hotel as a whole.
Q7.2.1a: Quite a number of learners actually did not know what the name of this document (employment contract) is. They simply left the answer out or wrote an incorrect answer. Many referred to the Core Duties mentioned in Q7.2 as their answer or simply copied the text from Q7.2.2 as their answer.
Q7.2.1b: Although learners got (a) incorrect, they showed a good understanding of the factors stipulated in a contract.
Q7.2.2a: Same as with the previous question, learners could not give the correct name of the document (code of conduct).
Q7.2.2b: Was well answered. Learners could identify the correct Core Duties from the source.

(c) Provide suggestions for improvement in relation to Teaching and Learning
This is a wide topic that could be asked in many different ways. Practice by using old examination papers is essential to equip learners in answering questions on tourism sectors.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
In conjunction with using old papers , teaching of terminology should be focused 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?
Sustainable Tourism was the topic tested in this question. This was not a difficult question, but for some reason learners did not perform well as expected. The average mark from the sample of100 scripts is 5,60/14.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q8.1: This question was answered poorly, although it was not a difficult question. Learners could not link/apply the information from the source to answer the question. Many learners just wrote "received zero% award", which is the heading of the source.
Q8.2.1 and **8.2.2**: This question was about ECONOMIC benefits. Many response from learners was about non-economic benefits which is evident that they did not read the question carefully.
Q8.3: The question was well answered.
Q8.4: Was poorly answered. Learners displayed a lack of understanding the question. The responses from learners were evident that they do not understand the concept of sustainability. Learners gave short answers such "jobs" and "planting vegetables", clearly lacking the ability to discuss it. Learners just gave the Three Pillars with no explanations. Another common answer was "from garbage to garden" which is a direct quote from the source.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must focus on the Pillars of Sustainability and provide as many as possible examples that can be linked to each pillar. Question from previous years will assist with this process and be helpful for learners to practice this type of questions. A better understanding of the concepts in this section is essential.

(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 question papers and do it with the learners in class. Focus on specific concepts and coach your learners in writing skills.

QUESTION 9

(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question focused on Local, Regional and International Tourism. It focused specifically on
unforeseen natural disasters. There was also a question on making payments using
technology. The average mark from a random sample of 100 scripts is 9,80/24.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Overall this question was well answered.
Q9.1.1: Was well answered, although many learners write "unforeseen occurrences" instead
of "natural occurrences".
Q9.1.2a: Was well answered.
Q9.1.2b: This was a "discuss"-type question which was poorly answered. The reason for this
is a lack of knowledge and poor language skills. Learners basically repeated themselves by
writing "less tourists" as their answer. Saying the same thing over, just using different words. The
question tested learners' insight on how natural disasters impact tourism destinations.
Q9.2.2: Was well answered. Many learners copied from the text which was acceptable, or
saying "electronic devices can only be used with electricity", which is the incorrect answer.
Q9.2.3: Was well answered.
Q9.3.1: This question was poorly answered. The source confused learners, because there was
an increase in one indicator and a decrease in the other indicators. Learners were unsure of
what to answer.
Q9.3.2: Although it was an easy question, learners responses were poor. For some reason
learners copied from the source of Q9.2, which has nothing to do with this question.

(c)Provide suggestions for improvement in relation to Teaching and Learning
Interpretation of graphs should be practiced in the classroom. This will assist learners in giving
better responses. Also focus on the advantages and disadvantages of using technology in
the industry or when traveling.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Assist learners in interpretation skills and how to approach answering of questions based on
graphs and statistics. This skill can be practiced by giving learners regular homework
exercises and also using old question papers. Poor language skills make it challenging for
learners to express themselves.

QUESTION 10

(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This is always the shortest question of the paper and usually a low order question. For some reason(s) this question is always answered poorly. The average mark from a random sample of 100 scripts is 3,34/6.

(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q10.1: Was well answered.
Q10.2: This question was poorly answered simply because learners gave an advantage for the client only, or for the business only. They were incapable of giving an advantage for both client and business for using "hellopeter.com".
10.3: This question was poorly answered. Learners interpreted the question completely wrong.
Many responses from learners was about what the business should do to improve bad service.
Some of the responses from learners: "send waiter for training" or "give customer a free meal", and many other examples similar to that.
There was only a few candidates that answered correctly and gave their opinion on the feedback from the business.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners must be encouraged to think of solutions to service delivery problems. Tell learners to put themselves in the situation described in the question/scenario, and how they would have reacted if it was them. Practice in this type of questions will also assist in improving marks.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The biggest challenge for learners is to give meaningful answers to these easier-type questions.
This can be attributed to a lack of general knowledge and also the result of poor language skills. Help the learners identify key verbs in the question in order to have a better understanding of the specific question. Teachers must use old question papers for guidance in this process.