



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2022 NSC CHIEF MARKER'S REPORT

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

The 2022 NSC Tourism paper was easy. After the pre-marking session my initial thought was that learners will perform better compared to previous years. This was in fact not the case. There were still a few learners who underperformed. According to the 7-point scale there are less Level 1 candidates, which is very positive, but also less Level 7 candidates, compared to 2021. From a random sample of 100 scripts that I have moderated, the lowest mark out of 200 was 37 and the highest was 155. The average is 85/200, compared to the 91/200 in 2021. This poor performance can be attributed to many factors such as the after-effects of COVID-19 and the impact it had on this group of learners, poor language skills resulting in some learners finding it challenging to write in paragraphs or understanding application-type questions and the understanding of instruction verbs. As always, the currency calculation and time zone calculation questions were problematic. There is also a clear lack of textbook knowledge as many candidates were unable to answer questions where the answers are straight from the textbook.

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?

This is a 40-mark question testing knowledge across all topics from the CAPS. Out of a random sample of 100 scripts been moderated the average mark is 21/40 compared to the 22/40 in 2021. Many candidates lack a general knowledge about the content in the CAPS and tourism issues. Many learners simply choose random answers. Questions 1.2, 1.4 and 1.5 were poorly answered. There were some cases where candidates number incorrectly, writing a correct answer next to an incorrect question number.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Question 1 was not a difficult question. Overall learners displayed a lack of content knowledge.

Question 1.1 was reasonably well answered. However, some learners rewrote A, B, C or D over their original responses to correct errors. This made marking very challenging.

Question 1.2 was poorly answered. In this question learners displayed a lack of knowledge of aspects contributing to the image of a business.

Question 1.3 well answered. Learners could figure out which is the correct answer between the two options given.

Question 1.4 was poorly answered. Learners were unable to link the key words of the descriptions given in Column A with the places given in Column B. This is a result of a lack of general knowledge.

Question 1.5 was extremely poorly answered. Learners don't have knowledge about the South African World Heritage Sites. In many cases candidates just left out the question. In this question only 1.5.5 was answered well.

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

In order for learners to do well in this section, it is essential that they have thorough content knowledge. Learners should be advised that they can refer to the world time zone map, if needed to, to answer choice questions related to time zones. It is important for teachers and learners to keep abreast with current issues relating to tourism. Content taught in gr 10 – 11 must be built on in gr12. Teachers should focus on the correct names of icons/heritage sites and ensure that candidates are able to give these names correctly.

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

Teachers, together with their subject advisors, should build up a bank of tourism related information or short questions from old question papers that can assist learners in preparing for examinations. This could help in improving general knowledge of learners, because some work tested in this section is not specifically taught in classroom or gained from a textbook. Learners must also be advised to consider each alternative response carefully and determine which answer best address the question.

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 based on a new trend called “Philan-Tourism” and a world time zone map. On the time zone map the point of the arrow indication where Vancouver is pointed to the -9 zone. This confused some learners whether to use the -9 or -8 zone. Question 2.1 and 2.3 was well answered where question 2.2 was poorly answered. The average mark for this question from a random sample of 100 scripts is 13/29 (45%) compared to 2021 which was 53%.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Question 2.1.1 was extremely well answered. Although this was a new concept to learners, they were able to copy the answer from the extract.

Question 2.1.2 was well answered. Learners were able to apply their knowledge and figure out that apart from a visa, one other compulsory travel document should be a valid passport. During the MSM it was decided that “passport” only will be accepted. For some reason, a few candidates gave the answer “visa” although the question states very clearly that no visa is required.

Question 2.1.3 was well answered.

Question 2.1.4 was well answered. Many learners gave examples that relates to safety e.g. “wearing a helmet”, rather than to health. Interesting to find how many learners think that one should get a vaccination against malaria, as this was the answer by many learners. Although the question was nothing about malaria. For some reason a few candidates just wrote “health certificate” not clearly explaining the link to it as a “health precaution”.

Question 2.2.1 was poorly answered. Here candidates displayed a lack of textbook knowledge. Few learners could clearly explain what a connecting flight. From many learners’ responses one could see they have an idea of what the concept means but could not find the right words to explain it. Many candidates just said, “there are no direct flights”.

Question 2.2.2 was poorly answered. Only a few learners got full marks to this question. This question only required step 1 and 2 in the calculation process, but some learners did a step 3 and for some reason also adding DST. With time zone calculations learners make the same mistakes year after year. Learners are unable to calculate time difference (TD) and then unable to correctly + or – the TD in step 2 of the calculation. As already mentioned, some learners got confused between -9 and -8 as the time zone for Vancouver.

Question 2.2.3 was poorly answered. This was a basic Math-Literacy-type question. Learners were unable to this basic calculation of determining the time in transit. It seems that the educators are drilling the use of international time (04:00) into the candidates. However, some of them are now writing the time in transit as 04:00 instead of 4 hours.

Question 2.2.4 was poorly answered. This was a basic time zone calculation requiring learners to the full 3-step calculation. Only a few candidates got full marks. Otherwise, most learners just don’t know where to start with the calculation.

Question 2.3.1 was well answered. As there was some confusion with this question, as there is no reference for learners to choose from. During the MSM it was decided that either red- or green channel would be accepted.

Question 2.3.2 was well answered. Although this was a poor question, learners displayed insight knowledge on why the visitors need to choose the red- or green channel.

Question 2.3.3 was poorly answered. This was not a difficult question, but from the learners' responses it was evident that they did not read the question carefully. Many candidates gave examples on how to keep one's luggage safe, or by putting your valuables away safely and not focusing on what to consider for selecting safe transport. In many cases learners just wrote "uber/bolt" without 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, this will help the marker to follow the thought-process of the learner
- Use the 24-hour clock
- Calculations using DST (no need in this paper)
- Use of the grey and white areas on the time zone map to assist in deducing the time zone of the country

Learners will only understand the above mentioned when the teacher does the calculations with them in class, extensively! It is also surprising to see how some markers find these calculations challenging, which was evident in their written memo's. How will learners be able to understand if the teacher finds it challenging. Revision on time zones should be done continuously so that learners do not forget.

Teachers must encourage learners to read questions carefully and to read the whole question. They must use the action verbs to direct their response, e.g., discuss, recommend, advise and explain.

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

From some learners' response there is a lack of understanding on how to write hours (4 hours) and how to write time using the 24-hour clock (04:00). Extensive practice is needed when teaching this topic. One of the best ways to teach and prepare learners on this topic is to use old question papers. This will also show learners the different ways in which questions on time zones could be asked.

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, the question was poorly answered. Same as with time zone calculations, candidates are making the same mistakes year after year. Learners still do not know when to \times or when to \div , and not understanding the difference between the BSR and BBR. The average mark for this question from a random sample of 100 scripts was 13/29 (45%) compared to 50% in 2021.

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

Question 3.1.1 was well answered. Learners could easily identify that London is part of Britain and that the GBP is used as currency. It was decided during the MSM that the code would also be accepted, and not just the name. The reason for this is because of the different use of language between the Afrikaans and English paper. When learners give the name, it should be British Pound and not just Pound.

Question 3.1.2 was well answered. This was a simple calculation where learners just needed to add numbers.

Question 3.1.3 was well answered. Here learners were expected to show understanding on how to calculate the difference between the tourist's budget and the total cost of the trip. The learners had to use the answer of Q3.1.2 to calculate the answer of this question. If the answer in Q3.1.2 was incorrect, the answer to this question would also be incorrect.

Question 3.1.4 was well answered. The learners had to answer "Yes" or "No" and then motivate. What made this question difficult to answer is that learners had to motivate TWO reasons. Many candidates only gave ONE reason, as it was difficult to come up with another reason other than "Yes: her budget was more than the total cost, therefore she had enough spending money", or "No: the money she had left is not enough to spend in London as London is an expensive place". There were some cases where learners did not mention "yes" or "no" and only gave a description.

Question 3.1.5 was poorly answered. This was the only currency calculation question. As mentioned, learners just don't know how to do these calculations.

Question 3.2.1 was poorly answered. The learners were expected to explain the concept "currency fluctuation", but in the question it only stated "fluctuation". During the MSM it was decided that it can be accepted if learners explain the term "fluctuation" and not specifically "currency fluctuation". So, if candidates wrote something in line with "when something is going up and down" it was accepted.

Question 3.2.2 was poorly answered. Learners were expected to write their answer in paragraph format. This question was based on the weak rand and the influence of it on inbound tourists and the impact on the multiplier effect. The first part on the weak rand, which count 2 marks, was well answered by many candidates. The second part on the multiplier effect which count 4 marks was very poorly answered by all. It is also evident that some candidates don't know what a weak rand means and say it will have negative effect on inbound tourists as well as the multiplier effect.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Same as with time zone calculations, practice makes perfect! Practice in foreign exchange calculations is required. It is also imperative that teachers and learners work through old question papers so that learners will get an idea of the way in which questions are asked. The issue of BBR and BSR must be given attention in teaching and learners must be taught how to round off correctly.

Subject advisors should organize workshops for educators to improve this skill on currency- and time zone calculations.

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

There were a few cases where learners did not give a final answer to their calculations that may be an indication that they did not have access to a calculator. 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 and also the issue of rounding off.

QUESTION 4

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

The aspect tested in this question was World Icons. Overall, the question was poorly answered due to a lack of textbook knowledge. The challenge in this question was for candidates to distinguish between UNIQUE features and normal features of icons. What made it challenging for learners is that they are being taught in class to differentiate between what are unique features and what not. The average mark for this question from a random sample of 100 scripts is 10/30 (33%) compared to the 39% in 2021.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Question 4.1.1 was poorly answered. Learners displayed a lack of knowledge by not being able to identify the icons in the images. Incorrect spelling and not knowing the full name were some of the issues learners struggled with. Some learners did not read the question correct. The question states clearly “A to F”, where some learners only identified

A and F.

Question 4.1.2 was well answered. Learners were able to distinguish the difference between an icon and an attraction.

Question 4.1.3 was poorly answered. Again, those candidates that did not study sufficiently struggled to answer this question. This question referred to images and then to describe the unique features. Firstly, learners were unable to identify the icons in the images and secondly, what will be classified as unique features and what not. Some learners did mention correct features, but cannot be classified as “unique features”, according to the marking guideline.

Question 4.1.4 was well answered. This was a paragraph question where learners had to discuss one unique feature of the Eiffel Tower and one economic benefit of it for France. Candidates could not give the unique feature, as many mentioned it is the tallest structure in the world. The second part, the economic benefit, was well discussed by almost all candidates.

Question 4.2.1 was well answered.

Question 4.2.2 was well answered. Many candidates simply copied from the extract.

Question 4.2.3 was well answered. Some learners found it difficult to suggest TWO responsible practices and only gave one answer.

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

This is a content heavy section of the CAPS. After the icons have been divided into smaller sections and the content being less for learning, it is expected that learners will perform better in this section. It is not the case. Teachers should focus on important aspects and try to make it easier for the learners:

- Name of icon
- Continent
- 3-4 characteristics/features of what makes this icon unique
- Extra images provided
- If possible, make use of the YouTube videos provided by the Education Department/ Subject Advisors to bring the icons to life and more understandable.

Another reason for learners struggling in this section is that learners are expected to answer higher cognitive order questions. It is quite clear that learners find it challenging to understand the action verbs used in the questions.

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

Many learners used the word “big” instead of “tall” when describing the Eiffel Tower. What the teacher can do to assist learners is to summarize the information as mentioned above in section c. 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 can 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?

The topic tested in these questions was on Culture and South African World Heritage Sites (WHS). Most of the questions tested textbook knowledge and as seen in previous questions learners do not study textbook word adequately enough. The question was poorly answered. Out of a random sample of 100 scripts the average mark is 3/10 (30%) compared to the 33% in 2021.

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

Question 5.1 was poorly answered. Learners were unable to identify the two heritage sites displayed in the images. Although one of them does not appear in the textbook as it is one of two newly added WHS to the other eight. The other one was covered in Section A, Q1.5. It remains the responsibility of the educator to prepare the learners on work that is not covered in the textbook. This specific WHS was covered a few years ago in one of the PAT tasks, so educators do have access to the information needed. Question 5.2.1 was poorly answered. Learners were unable to give a reason why the culture of the San and Nama should be protected. Many candidates simply repeat the question as their answer.

Question 5.2.2 was well answered. Learners were able to explain at least one aspect of the culture that can be showcased to visitors e.g., the food, the clothes, making own weapons to hunt, taking visitors on hunting trips etc.

Question 5.3 was well answered.

- (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. Educators need to compile a complete summary on the Khomani Cultural Landscape and the Barberton Makhonjwa Mountains. Two new WHS were covered in previous PAT tasks. Teachers should include questions on these WHS in the mid-year exams.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. Candidates should be prepared for the exams by using examples from old question papers and guidance should be given in application.

Learners should be encouraged to write in full sentences. As with icons, learners are expected to give the official names of the WHS. Candidates lose out on marks. Educators should always refer to previous grades when preparing learners for exams.

QUESTION 6

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

The topic tested in this question was Marketing. This question was extremely poorly answered, the worst out of all the questions. From a random sample of 100 scripts the average mark was 2/10 (20%) compared to the 40% in 2021.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Question 6.1 was poorly answered. Candidates had no idea how to explain what a Travel Trade Show is. Some answers did not make sense at all. Many candidates just copied from the extract and saying, “a travel trade show is where you come to tell your story”.

Question 6.2 was well answered. This is the only question where most of the learners’ got marks.

Question 6.3 was extremely poorly answered. There are two reasons for the poor performance in this question. Firstly, the question caused much confusion in the way it was constructed. Secondly, learners displayed a lack of insight knowledge on the steps to how the 1% TOMSA Levi is collected. For the few candidates who did display knowledge had no idea on what the correct order for the steps are.

- (c) Provide suggestions for improvement in relation to Teaching and Learning Marketing remains a challenging topic in the classroom. The three sub-questions were not difficult at all and the answers on these sub-questions come straight from the textbook. Marketing must be taught in conjunction with examples of application taken from old question papers to assist candidates to improve in this section. The roles of SATourism and TOMSA, together with the TBCSA (all role players), should receive special attention 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 learners to answer high order type questions. Educators should compile a sample of marketing-questions taken from old question papers to assist learners.

With Q6.2 there were a lot of candidates who wrote “Gateway” instead of “Getaway” showing there is no reading with comprehension.

QUESTION 7

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

The topic tested here was Tourism Sectors. From all the questions in this paper, this was the question where candidates performed the best. From a random sample of 100 scripts the average mark is 9/14 (64%) compared to the 33% in 2021.

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

Question 7.1.1 was well answered.

Question 7.1.2 was well answered. In many cases candidates were able to give only one aspect of the professional image, instead of two. Some learners displayed a lack of knowledge on what Instagram is and being on social media is part of a company's professional image.

Question 7.2.1 was very well answered. Learners copied their answers from the extract.

Question 7.2.2 was very well answered.

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

What made learners perform well in this question is that they could get answers to the questions from both extracts in Question 7.1 and Question 7.2. This is a wide topic that could be asked in many ways. Using old question 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.

Educators should teach learners to read the question thoroughly before responding to ensure that they understand what is required. In Question 7.1.2 many learners mentioned factors relating to the image of staff, instead of the image of the hotel. The question states clearly "apart from the image of the staff..."

QUESTION 8

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

Sustainable and Responsible Tourism was the topic tested in this question. From a random sample of 100 scripts the average mark is 6/16 (37%) compared to the 33% in 2021.

- (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 was well answered. Learners were able to identify social projects from the extract.

Question 8.2 was well answered. For 4 marks learners only had to name the two other pillars, apart from the social pillar.

Question 8.3 poorly answered. This was a high order question.

Question 8.4 was poorly answered. Learners did not understand what the phrase “stay where you spend really counts” mean and therefore were unable to give meaningful answers. They simply copied sentences from the extract as their answers. Was a very confusing question for learners.

- (c) Provide suggestions for improvement in relation to Teaching and Learning Candidates struggle to apply knowledge of the concept “Fair Trade Tourism” and how it is linked to sustainable tourism. Learners need to be drilled in how to “explain, discuss and identify”. It is also evident that learners lack textbook knowledge. Old question papers and case studies on this section of the curriculum should be helpful for learners to practice this type of questions.

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

Educators should do research on sustainable practices of different tourism related businesses and how they are put into practice, to assist learners in preparations for exams. Give learners specific discuss-type questions from old 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?

The focus of this question was on Domestic, Regional and International Tourism. From a random sample of 100 scripts the average mark is 10/20 (50%) compared to the 42% in 2021.

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

Question 9.1.1 was well answered. Learners displayed knowledge on map work.

Question 9.1.2 was well answered. This was also a question where learners had to look for the answer in the extract.

Question 9.1.3 extremely poorly answered. This was a high cognitive order question and learners were unable to link how the high fuel price and the high wheat would impact transport in SA. Most candidates simply copied their answers in Q9.1.2 saying “fuel is expensive” and “bread is expensive”. Some learners also mentioned “they won’t visit SA again” which is not answering the question.

Question 9.2.1 was very well answered. This was easy 6 marks, and most certainly the easiest question in the whole paper. Yet, a few learners could not get full marks for the question showing a lack of understanding.

Question 9.2.2 was poorly answered. Although it was a quite easy questions, candidates displayed a lack of knowledge about the provinces in SA, which referred back to gr10 work. Most of the learners’ response to this question was “there are fewer attractions in these provinces” and unfortunately at the MSM it was decided that this particular answer will not be accepted as a correct answer. On the map there appears a date “2020”. Many candidates linked this date to COVID-19 and giving COVID as their reason for the low visitor numbers in these two provinces.

- (c) Provide suggestions for improvement in relation to Teaching and Learning Assist learners in interpretation skills and how to approach answering of questions based on statistics. This should be practiced in the classroom, writing informal tests and by giving homework exercises. Poor language skills make it challenging for some learners to express themselves as with the case in Question 9.2.3

- (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

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

This question focused on Communication and Customer Care. The sub-questions ranged from lower- to middle cognitive order questions. From a random sample of 100 scripts the average mark was 4/10 (40%) compared to the 50% in 2021.

- (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 was well answered.

Question 10.2 was well answered. Many learners only identified some of the aspects from the graph relating to food, instead of referring to a person or people that prepare the food.

Question 10.3 was poorly answered. This was a simple question, but many candidates displayed a lack of knowledge on how to interpret the graph. This is a mark question, and most learners only got 2 marks for saying “food presentation” was the highest.

Question 10.4 poorly answered. One of the aspects mentioned in the graph was “waiters knew the content of the menu well” receiving a 22% rating from customers. Candidates simply copied this as their answer and were unable to interpret that information and maybe mention something such as “train the waiters in knowing the content of the menu”.

- (c) Provide suggestions for improvement in relation to Teaching and Learning
Educators must develop a skill set for learners to interpret and apply information from extracts, pictures, graphs, and case studies by using previous exam papers. Tell the learners to put themselves in the situation described in the scenario, and how they would have reacted if they were the customer or the manager of the business. Encourage learners to think of practical solutions to service delivery problems.

- (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 find the right words to express themselves in answering Question 10.4. This can be attributed to a lack of general knowledge together with having 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.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

TOURISM

NOVEMBER 2022

MARKS: 200

TIME: 3 hours

This question paper consists of 23 pages.



INSTRUCTIONS AND INFORMATION

Read the instructions carefully before answering the questions.

1. This question paper consists of FIVE sections.
2. Answer ALL the questions.
3. Start EACH question on a NEW page.
4. In QUESTION 3.1, round off your answers to TWO decimal places.
5. Show ALL calculations.
6. You may use a non-programmable calculator.
7. Use the mark allocation of each question as a guide to the length of your answer.
8. Write neatly and legibly.
9. The table below is a guide to help you allocate your time according to each section.

| SECTION | TOPICS | MARKS | TIME (minutes) |
|----------------|--|--------------|---------------------------|
| A | Short Questions | 40 | 20 |
| B | Map Work and Tour Planning; Foreign Exchange | 50 | 50 |
| C | Tourism Attractions; Culture and Heritage Tourism; Marketing | 50 | 50 |
| D | Tourism Sectors; Sustainable and Responsible Tourism | 30 | 30 |
| E | Domestic, Regional and International Tourism; Communication and Customer Care | 30 | 30 |
| | TOTAL | 200 | 180 |



SECTION A: SHORT QUESTIONS**QUESTION 1**

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.20) in the ANSWER BOOK, e.g. 1.1.21 D.

- 1.1.1 A recent Covid-19 requirement for international travel:
- A Visa application
 - B Proof of vaccination
 - C Cholera certificate
 - D International driver's licence
- 1.1.2 Ms Jones purchased jewellery to the value of R50 000 on a recent overseas trip. On arrival at South African customs, this purchase would fall under ...
- A items to be declared.
 - B items not to be declared.
 - C duty-free allowances.
 - D prohibited items.
- 1.1.3 Sydney (+10) is ... hours ahead of Johannesburg (+2).
- A 0
 - B 9
 - C 8
 - D 6
- 1.1.4 Jet fatigue is a travel-related condition caused by travelling ...
- A across many time zones.
 - B on a long-haul flight.
 - C at odd times of the day.
 - D only at night
- 1.1.5 The bank selling rate is always ... the bank buying rate.
- A lower than
 - B higher than
 - C equal to
 - D double
- 1.1.6 The famous wall in Israel used for prayers and confessions:
- A Berlin Wall
 - B Southern Wall
 - C Wailing Wall
 - D Eastern Wall



- 1.1.7 Petra is located in this Middle Eastern country:
- A Israel
 - B Jordan
 - C Lebanon
 - D Turkey
- 1.1.8 The Swiss Alps are known as ...
- A a sacred mountain range for locals.
 - B a range of mountains in Nepal.
 - C a mountain range popular for skiing holidays.
 - D the highest mountain range in the world.
- 1.1.9 The Vredefort Dome and iSimangaliso Wetland Park have the following in common:
- A Both are located in KwaZulu-Natal.
 - B Both are natural sites.
 - C Both are cultural sites.
 - D Both are located in North West.
- 1.1.10 The current brand image of South Africa:



- 1.1.11 Guidelines regulating uniforms and other clothing to be worn during working hours:
- A Dress code
 - B Media policy
 - C Packing policy
 - D Currency code



- 1.1.12 A basic condition of employment included in a contract of employment:
- A Financial challenges
 - B Product packaging
 - C Names of businesses
 - D Core duties
- 1.1.13 Many responsible tourism businesses adopt a pledge that will ...
- A maximise the negative effects of crime.
 - B decrease the benefits from tourist visits.
 - C increase poaching in a protected area.
 - D minimise the impact on the environment.
- 1.1.14 Airline staff receive flight tickets at a discounted rate as a/an ...
- A travel benefit.
 - B urban legend.
 - C mystery client.
 - D customs requirement.
- 1.1.15 A sustainable practice when a lodge is built in an environmentally sensitive area:
- A Trees are chopped down to build the lodge.
 - B Bricks are imported from a foreign country.
 - C Large areas are cleared to build the lodge.
 - D Wooden walkways are built around existing trees.
- 1.1.16 The G20 (Group of Twenty) gathering that took place in Bali, Indonesia, in November 2022, is an example of a/an ...
- A global summit.
 - B local occurrence.
 - C political situation.
 - D unforeseen occurrence.
- 1.1.17 ... is not a safe payment option when travelling internationally.
- A A Diners Club debit card
 - B An EFT electronic payment card
 - C Carrying large amounts of cash
 - D A pre-loaded foreign exchange debit card
- 1.1.18 An example of a political situation that can impact on tourism:
- A Diseases
 - B Earthquakes
 - C Tsunamis
 - D Civil wars



- 1.1.19 The Cape Town Cycle Tour, one of the world's largest timed cycle races, is an example of a ... event.
- A religious
B global
C trade
D summit
- 1.1.20 The Covid-19 pandemic is an example of a/an ...
- A political situation.
B natural disaster.
C unforeseen occurrence.
D terror attack. (20 x 1) (20)
- 1.2 Give ONE word/term for EACH of the following descriptions by choosing a word/term from the list below. Write only the word/term next to the question numbers (1.2.1 to 1.2.5) in the ANSWER BOOK, e.g. 1.2.6 bank buying rate.
- physical appearance of the business; signage; promotes integrity;
social gathering of the workers; company stationery;
uniform allowances; grooming
- 1.2.1 Branded paper and pens that improve the image of the hotel
- 1.2.2 Cleanliness of the travel agency and the surrounding gardens
- 1.2.3 Acceptable haircut and short nails for male employees
- 1.2.4 The value of a code of conduct for tourist guides
- 1.2.5 Airlines contributing to the cost of the cabin crew's work wear (5 x 1) (5)
- 1.3 Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question numbers (1.3.1 to 1.3.5) in the ANSWER BOOK, e.g. 1.3.6 passport.
- 1.3.1 An example of recycling is (re-visiting/re-using) plastic crates in which vegetables are delivered to a restaurant.
- 1.3.2 Using energy efficient light bulbs in a museum is an example of sustainable (management of resources/preservation of artifacts).
- 1.3.3 The removal of (alien plants/indigenous animals) is beneficial to the natural environment.
- 1.3.4 A tourism business making use of (grey water/sea water) for gardening purposes will attract environmentally conscious tourists.
- 1.3.5 A responsible tourist will pay a fair price for (mass-produced/handmade) souvenirs. (5 x 1) (5)



- 1.4 Choose a destination from COLUMN B that matches a global natural disaster in COLUMN A. Write only the letter (A–F) next to the question numbers (1.4.1 to 1.4.5) in the ANSWER BOOK, e.g. 1.4.6 G.

| COLUMN A | | COLUMN B | |
|----------|--|----------|---------------|
| 1.4.1 | Many tourists had to cancel their holidays to this South African coastal province due to severe flooding in 2022 | A | Philippines |
| | | B | Madagascar |
| | | C | Ecuador |
| 1.4.2 | The January 2021 landslides caused major damage and disruptions in this Southern African neighbouring country | D | KwaZulu-Natal |
| | | E | Texas |
| 1.4.3 | Tropical storm Megi caused severe damage in this Southeast Asian country in April 2022 | F | Eswatini |
| 1.4.4 | In February 2022, Cyclone Emnati caused devastation in this Indian Ocean island | | |
| 1.4.5 | Flights were delayed due to ash eruptions from Wolf Volcano in this South American country | | |

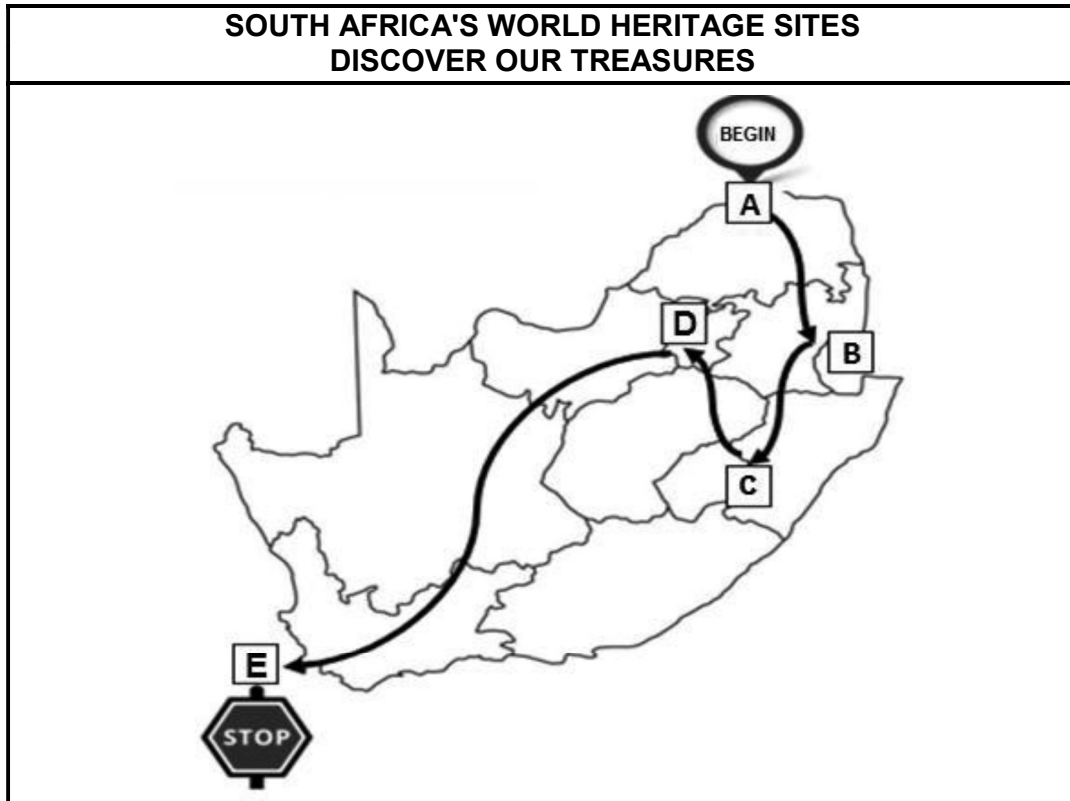
(5 x 1)

(5)



- 1.5 A tourist interested in South Africa's World Heritage Sites would like to visit sites **A**, **B**, **C**, **D** and **E** shown on the map below. The tour starts at **A** and ends at **E**.

Study the map and answer the questions that follow.



[Source: Own creation]

Identify the World Heritage Sites described in QUESTIONS 1.5.1 to 1.5.5 below.

Write only the name of the World Heritage Site next to the question numbers (1.5.1 to 1.5.5) in the ANSWER BOOK, e.g. 1.5.6 Vredefort Dome.


- 1.5.1 World Heritage Site **A** is associated with the golden rhinoceros.
- 1.5.2 World Heritage Site **B** exposes tourists to ancient mountainous landscapes in Mpumalanga.
- 1.5.3 World Heritage Site **C** is South Africa's only mixed World Heritage Site.
- 1.5.4 World Heritage Site **D** displays evidence of the origins of mankind.
- 1.5.5 A former South African president was imprisoned at World Heritage Site **E**. (5 x 1) (5)

TOTAL SECTION A: 40



SECTION B: MAP WORK AND TOUR PLANNING; FOREIGN EXCHANGE**QUESTION 2**

2.1 Read the information below and answer the questions that follow.

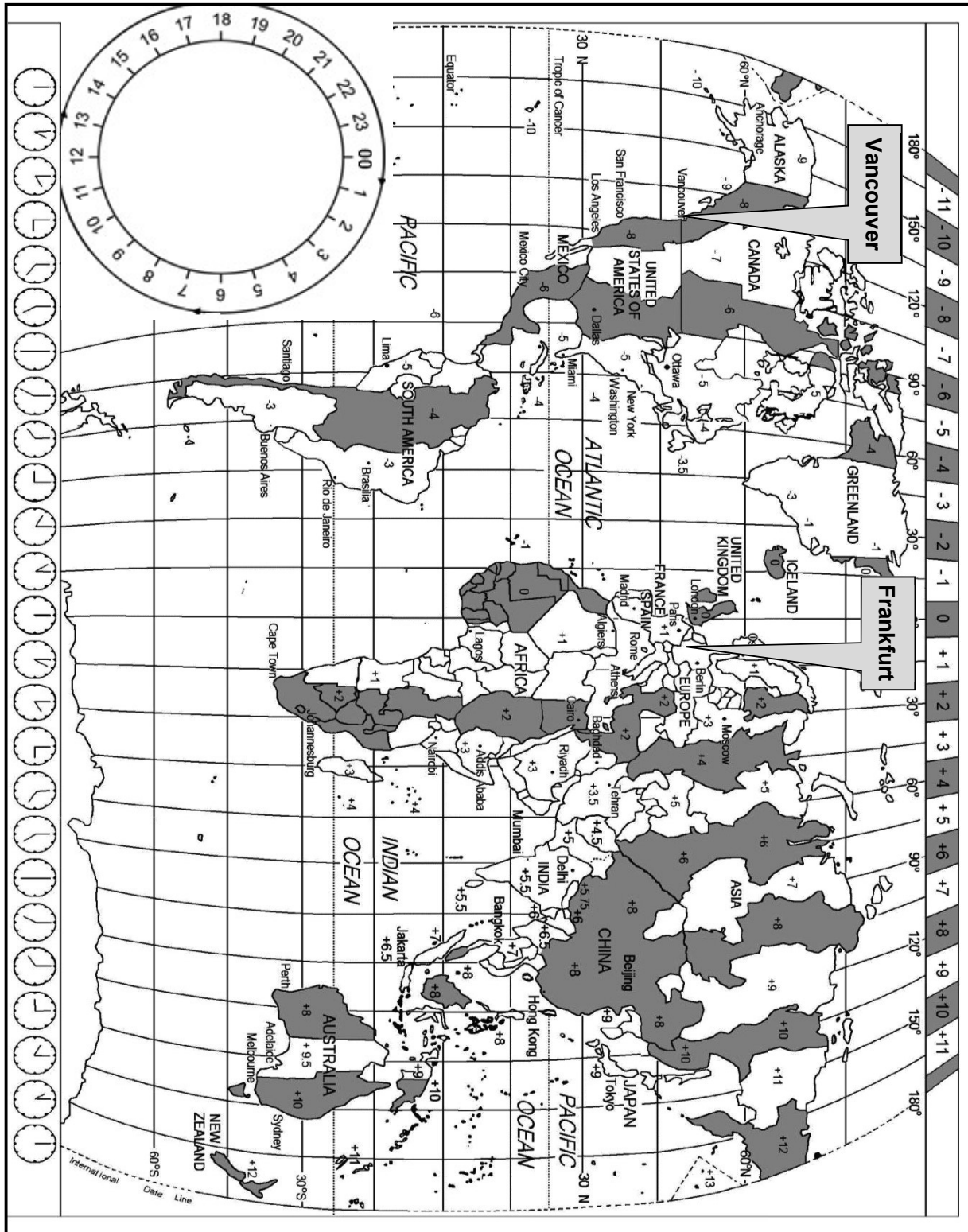
| PHILAN-TOURISM: A GROWING TREND | |
|---|--|
| <p>Mr Murdock is from Canada. He is a philanthropist* and travels to destinations in need of tourism development. He travelled to the flood-affected areas in KwaZulu-Natal to help rebuild the damaged tourism infrastructure.</p> <p>He is following the growing <i>philan-tourism</i> trend, a new term that comes from a combination of the words 'philanthropy' and 'tourism'. The aim of <i>philan-tourism</i> is to travel to destinations to have a positive impact on both the local community and the environment.</p> <p>In KwaZulu-Natal he stayed at local B&Bs and used public transport.</p> <p>*Philanthropist: a person who cares about the community by assisting with projects and making financial contributions</p> | |
|  | |

[Adapted from www.malaymail.com]

- 2.1.1 Name ONE way, in the extract above, how Mr Murdock is involved in *philan-tourism*. (2)
- 2.1.2 Tourists from Canada do not require a visa when travelling to South Africa.
Name the compulsory travel document Mr Murdock would require to enter South Africa. (2)
- 2.1.3 Mr Murdock may be required to present proof of a Covid-19 vaccination.
Name the global organisation responsible for regulating the Covid-19 vaccinations. (2)
- 2.1.4 Recommend ONE health precaution to Mr Murdock when he visits the flood-affected area. (2)



2.2 Study the World Time Zone map and the itinerary below and answer the questions that follow.



| |
|-------------------------------|
| MR MURDOCK'S ITINERARY |
|-------------------------------|

There are no direct flights from Vancouver, Canada, to Johannesburg, South Africa.

Mr Murdock had to fly from Vancouver International Airport to Frankfurt in Germany to board a connecting flight to South Africa.

- The flight departed from Vancouver International Airport at 18:00 on Saturday.
- The duration of the nonstop flight was 9 hours.
- He remained in transit at Frankfurt International Airport in Germany until his flight departed for South Africa at 16:00 on Sunday.
- The duration of the flight to South Africa was 11 hours.

NOTE: Canada and Germany were not practising DST at the time of Mr Murdock's travel.

2.2.1 Explain the term *connecting flight*. (2)

2.2.2 Calculate the time and day in Frankfurt when Mr Murdock departed from Vancouver International Airport.

Show ALL calculations. (4)

2.2.3 Mr Murdock arrived at Frankfurt International Airport at 12:00 on Sunday.

Calculate how long he had to be *in transit* before his flight departed for South Africa. (2)

2.2.4 Calculate the time and day that Mr Murdock arrived in Johannesburg.

Show ALL calculations. (5)

2.3

| |
|---|
| On arrival at OR Tambo International Airport, Mr Murdock proceeded to passport control. Thereafter he collected his luggage and went through customs. |
|---|

2.3.1 Choose the customs channel Mr Murdock had to proceed through on arrival at OR Tambo International Airport. (2)

2.3.2 Give ONE reason for your answer to QUESTION 2.3.1. (2)

2.3.3 Mr Murdock flew from OR Tambo International Airport to King Shaka International Airport. On arrival at the King Shaka International Airport in Durban, Mr Murdock needed transport from the airport to the B&B. There are many transport providers operating at the airport.


Advise Mr Murdock on TWO safety considerations before selecting a transport provider. (4)

[29]



QUESTION 3

3.1 Study the information below and answer the questions that follow.

| TENNIS DREAM COMES TRUE! | |
|---|--|
| <p>Mrs Murray, a tennis enthusiast, flew from South Africa to London to watch Wimbledon, the most famous tennis tournament in the world. She spent four days in London.</p> <p>Cost of the trip:</p> <ul style="list-style-type: none"> • Non-stop return flight to London: R13 000 • Visa costs: R2 950 • Travel Insurance: R1 456 • Wimbledon package: R37 850 (including accommodation, meals and Wimbledon tickets) <p>She had a total budget of R75 000.</p> |  <p>[Source: www.wikipedia.org]</p> |

| FOREIGN EXCHANGE RATES | | | |
|-------------------------------|------------------|------------------------------|-------------------------------|
| Rand per currency unit | | | |
| COUNTRY/ REGION | CURRENCY CODE | BANK BUYING RATE (BBR) | BANK SELLING RATE (BSR) |
| Britain | GBP | 19,23 | 20,42 |
| Europe | EUR | 16,75 | 17,22 |

- 3.1.1 Give the name of the currency Mrs Murray needed for her trip to London. (2)
- 3.1.2 Calculate the total cost in South African rand of Mrs Murray's trip to Wimbledon. (2)
- 3.1.3 Refer to the amount in QUESTION 3.1.2 and to her total budget for the trip.
- Calculate the amount in rand she had available to spend in London. (2)
- 3.1.4 Mrs Murray had sufficient spending money while visiting London.
- Do you agree with the statement above? Give TWO reasons for your answer. (4)
- 3.1.5 Convert the total cost of the tour in QUESTION 3.1.2 to the currency used in London. (3)



- 3.2 Study the information and cartoon below and answer the questions that follow.

CURRENCY CRISIS



The war between Russian and Ukraine and the ongoing Covid-19 pandemic has resulted in foreign currencies fluctuating and struggling to regain stability.

The impact of these global events as well as the local floods in KwaZulu-Natal have had a negative impact on the South African rand.

[Source: www.miningweekly.com]

3.2.1 Explain the term *fluctuation*. (2)

3.2.2 The impact of the war between Russia and Ukraine, the ongoing Covid-19 pandemic and the floods in KwaZulu-Natal have had a negative impact on the value of the South African rand.

Discuss in a paragraph the impact of a weak rand on the tourism industry in South Africa.

Your paragraph must focus on:

- ONE impact of the weak rand on inbound tourism (2)
 - TWO impacts on the multiplier effect in South Africa (4)
- [21]**

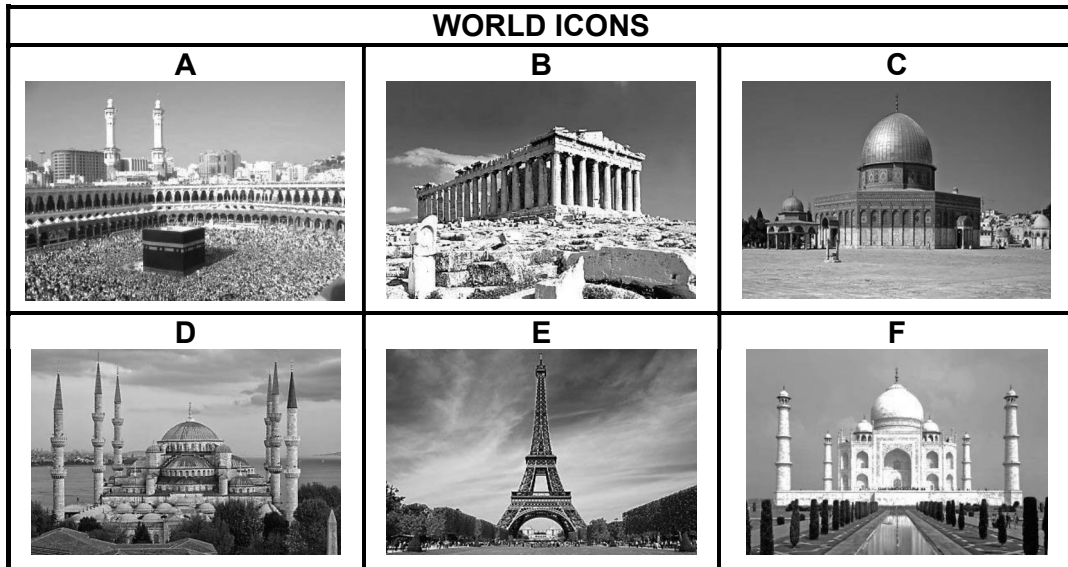
TOTAL SECTION B: 50



**SECTION C: TOURIST ATTRACTIONS; CULTURE AND HERITAGE TOURISM;
MARKETING**

QUESTION 4

4.1 Study the icons below and answer the questions that follow.



4.1.1 Identify icons **A** to **F** in the pictures above.

Write only the name of the icon next to the letter in the ANSWER BOOK, e.g. G Great Wall of China. (6)

4.1.2 Explain the difference between an *icon* and an *attraction*. (2 x 2) (4)

4.1.3 Describe TWO unique features of EACH of the icons below:

(a) Icon **B** (4)

(b) Icon **D** (4)

4.1.4 Discuss in a paragraph why icon **E** is considered the most visited icon in France.

Your paragraph must include the following:

- ONE unique feature of this icon
- ONE economic benefit for France (2 x 2) (4)



4.2 Study the information below and answer the questions that follow.

| |
|--|
| FABULOUS MOUNT FUJI |
| Map of the hiking trails to and from the summit of Mount Fuji |
| |
| <p>Tourism is beneficial to the communities located around Mount Fuji. However, there are also many challenges caused by the influx of tourists and the high levels of pollution caused by litter.</p> |

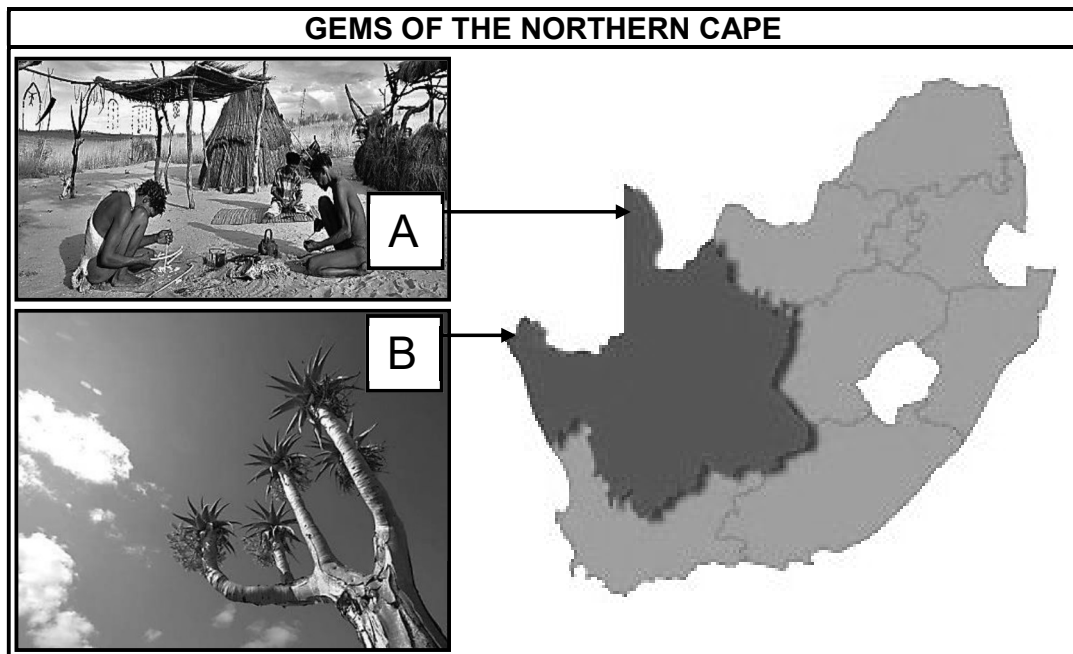
[Adapted from www.mdpi.com]

- 4.2.1 Name the country where Mount Fuji is located.
(2)
 - 4.2.2 Name ONE negative impact of mass tourism (over-tourism) on Mount Fuji.
(2)
 - 4.2.3 Suggest TWO sustainable and responsible practices that will result in better management of Mount Fuji.
(4)
- [30]**



QUESTION 5

Study the information below and answer the questions that follow.



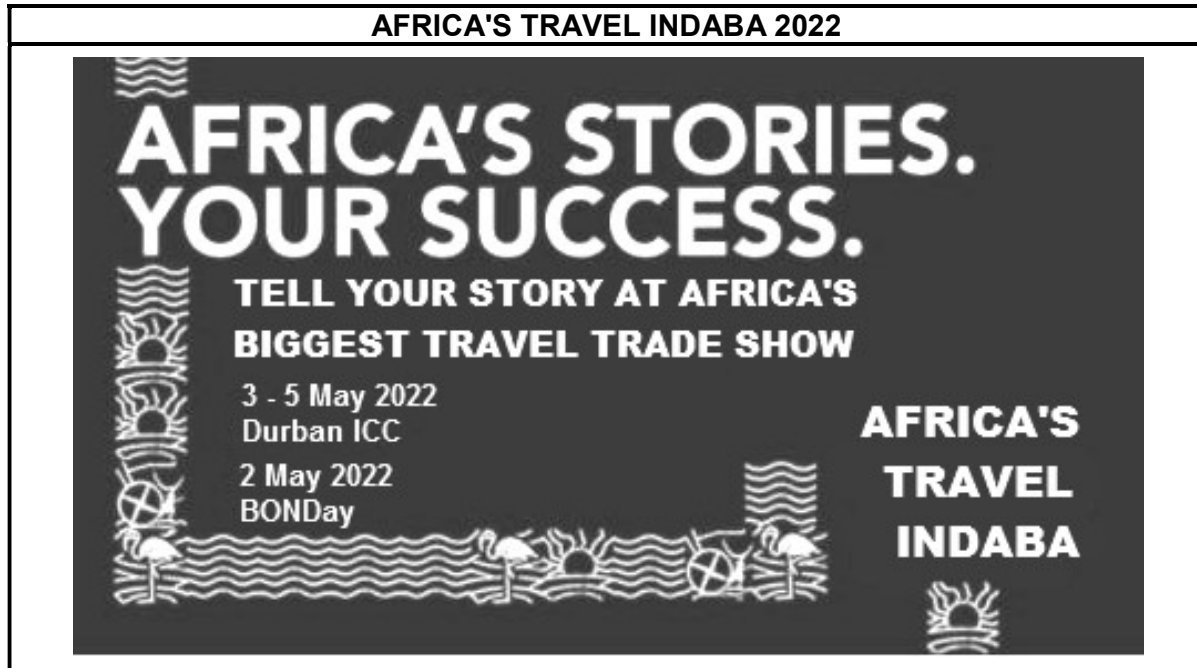
[Adapted from www.roomsforafrica.com]

- 5.1 Identify World Heritage Sites **A** and **B** in the pictures above. (4)
- 5.2 The San and the Nama people are associated with (linked to) World Heritage Sites **A** and **B**.
- 5.2.1 Give ONE reason why it is important to protect the culture of the San and the Nama people. (2)
- 5.2.2 Explain ONE way in which the San people showcase their culture to visitors in the area. (2)
- 5.3 Discuss ONE way in which the province benefits from the World Heritage Sites identified in QUESTION 5.1. (2)
- [10]**



QUESTION 6

Read the information below and answer the questions that follow.



[Source: www.theevent.co.za]

- 6.1 Give the definition of a *travel trade show*. (2)
- 6.2 SATourism uses Africa's Travel Indaba to market South Africa nationally and internationally.
Name ONE other travel trade show held in South Africa. (2)
- 6.3 Explain the THREE steps on how the 1% levy collected from tourism businesses is used to market South Africa. (6)
[10]


TOTAL SECTION C: 50



SECTION D: TOURISM SECTORS; SUSTAINABLE AND RESPONSIBLE TOURISM**QUESTION 7**

7.1 Study the information below and answer the questions that follow.


ROOM WITH A BETTER VIEW
Instagram post and reaction from the hotel



Mike Mudau @MikeMudau · 25 Jun 2022 ✓

The inside of my room at the Tango Hotel is really nice. However, there is no view.


1
↻
5



Tango Hotels @TangoHotelsLtd · 25 Jun 2022 ✓

@MikeMudau I am glad you like your room! At which Tango Hotel are you staying? I may be able to move you to a room with a view. :D DJ


1
↻
5



Mike Mudau @MikeMudau · 25 Jun 2022 ✓

@TangoHotelsLtd I am at the Tango Vancouver Suites, but I am leaving tomorrow morning.

1
↻
5



Tango Hotels @TangoHotelsLtd · 25 Jun 2022 ✓

@MikeMudau Can you DM (direct message) me so I can provide some tips for your next booking? :D DJ

1
↻
5
Follow

Mr Mudau posted on Instagram about his room without a view. He did not tag (notify or inform) the hotel. Tango Hotels closely monitor their social media platforms and responded within an hour to Mr Mudau's Instagram post. They moved Mr Mudau to a better room where he was surprised with chocolates and an apology note.

[Adapted from www.zendesk.com]



7.1.1 There are various factors contributing to the professional image of a tourism business.



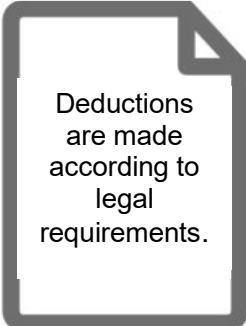
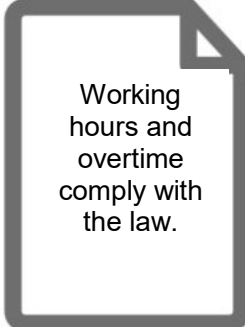

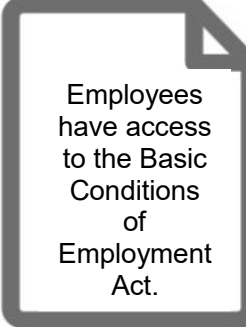
Identify ONE example of professional behaviour by the staff at Tango Hotels.

(2)

7.1.2 Apart from the image of the staff, identify TWO aspects on the Instagram post that is an indication of the professional image of the hotel.

(4)

7.2 Read the information below and answer the questions that follow.

| ROYAL TOURISM SERVICES Fair Labour Practices | | |
|--|--|---|
| To treat their employees fairly, Royal Tourism Services implements the required conditions of employment. | | |
|  <p style="text-align: center;">All employees have legally binding contracts.</p> |  <p style="text-align: center;">All employees are paid a fair salary/wage.</p> |  <p style="text-align: center;">Deductions are made according to legal requirements.</p> |
|  <p style="text-align: center;">Working hours and overtime comply with the law.</p> |  <p style="text-align: center;">Employees are given meal breaks during working hours.</p> |  <p style="text-align: center;">Employees have access to the Basic Conditions of Employment Act.</p> |

[Source: Own creation]

7.2.1 Explain TWO conditions of employment relating to the remuneration (payment) of staff members.

(4)

7.2.2 Explain the difference between *working hours* and *overtime*.

(4)

[14]



QUESTION 8

Study the information below and answer the questions that follow.

| FAIR TRADE TOURISM – CRITERIA FOR TOURISM BUSINESSES | |
|---|--|
| <p>STAY WHERE YOUR SPEND REALLY COUNTS</p> <p>Choose Fair Trade Tourism Members</p> |  |
| <ul style="list-style-type: none"> • Social development projects, e.g. infrastructure, education, capacity building, health, sanitation and climate change are supported. • Local communities benefit economically from job creation. • Opportunities are created for guests to contribute to socio-economic development. • Businesses buy goods and services from local suppliers and other Fair Trade companies. • Doing business in the area does not impact negatively on the local community. | |

[Adapted from www.fairtradetourism.org]

- 8.1 Give TWO examples of how Fair Trade Tourism businesses are involved in social development projects. (4)
- 8.2 Apart from the social pillar, identify TWO pillars of sustainable tourism in the Fair Trade Tourism criteria. (4)
- 8.3 Explain TWO ways in which certified Fair Trade Tourism business contributes to the local economy. (4)
- 8.4 Give TWO reasons how the phrase, 'Stay where your spend really counts', would encourage responsible tourism practices in South Africa. (4)

[16]

TOTAL SECTION D: 30



**SECTION E: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM;
COMMUNICATION AND CUSTOMER CARE**

QUESTION 9

9.1 Study the newspaper article below and answer the questions that follow.

| FARAWAY CONFLICT, LOCAL CONSEQUENCES How the war in Ukraine will affect South Africa's tourism industry | |
|---|--|
|  | |
| <p>Russel Morena: 16 March 2022</p> <p>The conflict between Russia and Ukraine may seem far away. However, it has serious consequences for South Africa and the country's tourism industry.</p> <p>Increases in the price of crude oil will result in higher fuel prices for South Africans who are in the business of delivering goods and transporting people.</p> <p>Russia and Ukraine are both major producers of wheat. They supply a third of South Africa's wheat, a key ingredient for making bread. The international wheat price has increased because of limited supplies.</p> <p style="text-align: right;">[Adapted from <i>City Press</i>, 16 March 2022]</p> | |

9.1.1 Choose the correct word from those given in brackets:

Russia and Ukraine are both located in the (Northern/Southern) Hemisphere. (2)

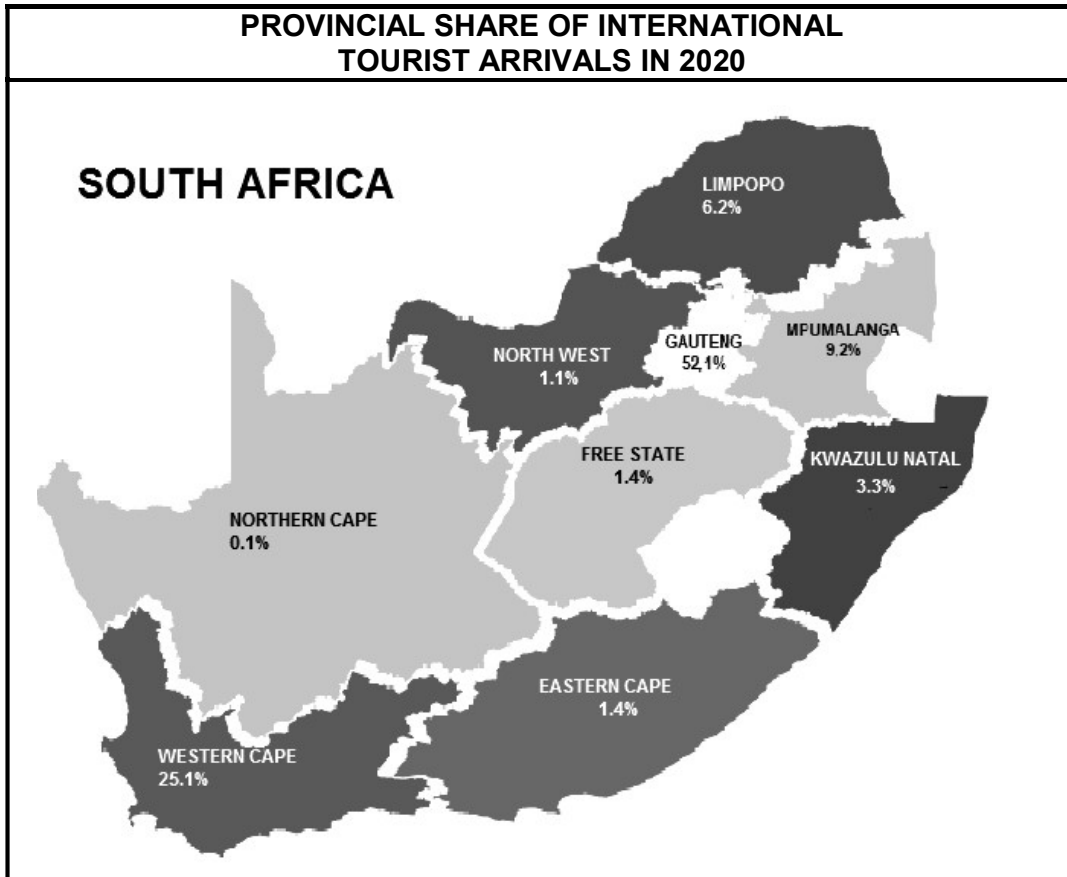
9.1.2 Identify, from the extract, TWO impacts that the war between Russia and the Ukraine has on South Africa. (4)

9.1.3 The impacts identified in QUESTION 9.1.2 will further inconvenience inbound international tourists to South Africa.

Discuss THREE ways in which the travel needs of inbound international tourists will be negatively affected during their stay in South Africa. (3 x 2) (6)



9.2 Study the map below and answer the questions that follow.



[Source: SATourism Annual Report 2020, published in 2021]

9.2.1 Arrange the THREE provinces that received the most international visitors to South Africa from the most to the least. (6)

9.2.2 The two least visited provinces were North West (1,1%) and the Northern Cape (0,1%).

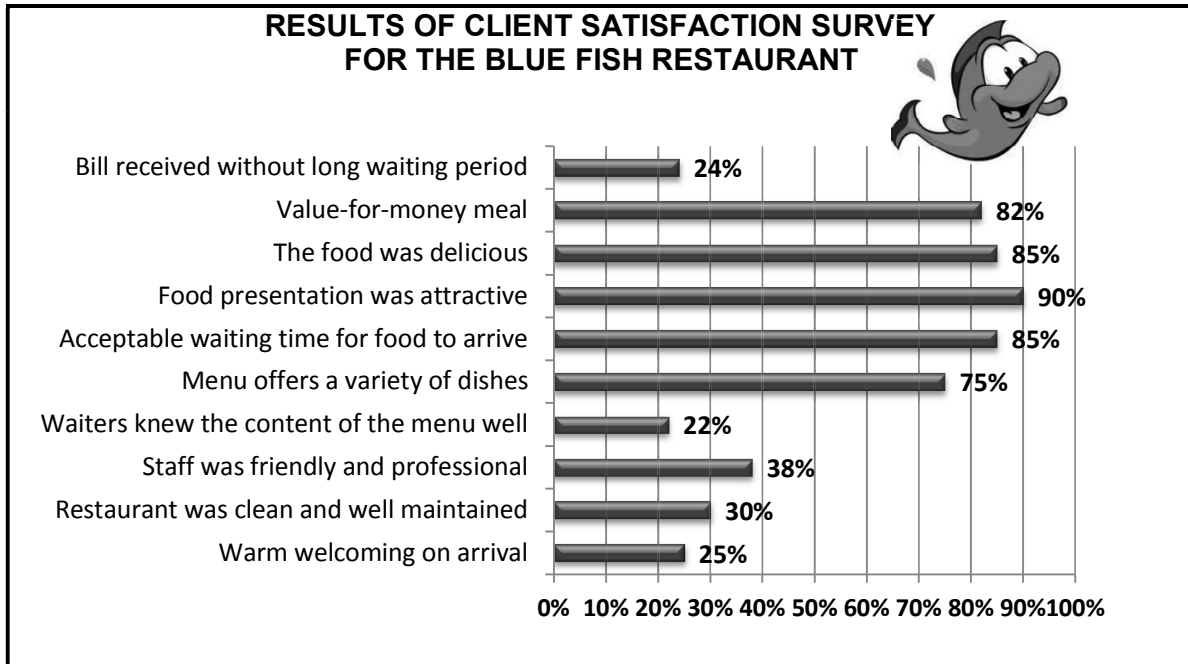
Give ONE reason for the low international visitor numbers to these provinces.

(2)
[20]



QUESTION 10

Study the graph below and answer the questions that follow.



[Source: Own creation]

- 10.1 Give ONE reason why the owner of The Blue Fish restaurant felt the need to conduct the survey above. (2)
- 10.2 The owner of The Blue Fish restaurant introduced a cash incentive to his staff as a token of appreciation for good work.

Refer to the survey results and identify the staff members who should receive the cash incentives. (2)
- 10.3 Give TWO reasons for your answer to QUESTION 10.2. (4)
- 10.4 Recommend ONE strategy that can be included in the owner's action plan that will result in the increase of visitor numbers and profitability for the restaurant. (2)

[10]

TOTAL SECTION E: 30
GRAND TOTAL: 200





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

TOURISM
NOVEMBER 2022
MARKING GUIDELINES

MARKS: 200

5 DECEMBER 2022

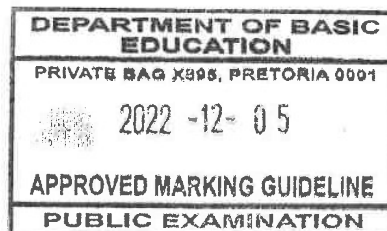
Esabe Engelbrecht

5 December 2022

Rodney John Umakusi

Mhandiso
Internal Moderator
5 December 2022

These marking guidelines consist of 15 pages.



INFORMATION FOR MARKERS

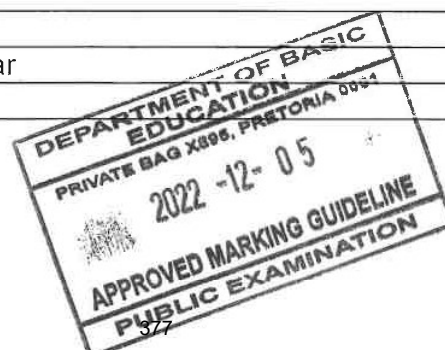
| TOPICS IN THE TOURISM CAPS | | ABBREVIATION |
|----------------------------|--|--------------|
| Topic 1 | Tourism sectors | TS |
| Topic 2 | Map work and tour planning | MTP |
| Topic 3 | Tourism attractions | TA |
| Topic 4 | Sustainable and responsible tourism | SR |
| Topic 5 | Domestic, regional and international tourism | DRI |
| Topic 6 | Culture and heritage tourism | CH |
| Topic 7 | Foreign exchange | FX |
| Topic 8 | Communication and customer care | CC |
| Topic 9 | Marketing | M |



Sh
Sh
Sh

SECTION A: SHORT QUESTIONS**QUESTION 1**

| | | | |
|-----|--------|--|---------------|
| 1.1 | 1.1.1 | B✓/Proof of vaccination | MTP |
| | 1.1.2 | A✓/items to be declared. | MTP |
| | 1.1.3 | C✓/8 | MTP |
| | 1.1.4 | B✓/on a long-haul flight. | MTP |
| | 1.1.5 | B✓/higher than | FX |
| | 1.1.6 | C✓ /Wailing Wall | TA |
| | 1.1.7 | B✓ /Jordan | TA |
| | 1.1.8 | C✓/a mountain range popular for skiing holidays. | TA |
| | 1.1.9 | B✓/Both are natural sites. | CH |
| | 1.1.10 | D✓/South Africa – Inspiring new ways | M |
| | 1.1.11 | A✓ /Dress code | TS |
| | 1.1.12 | D✓ /Core duties | TS |
| | 1.1.13 | D✓ /minimise the impact on the environment. | SR |
| | 1.1.14 | A✓ /travel benefit. | TS |
| | 1.1.15 | D✓ /Wooden walkways are built around existing trees. | SR |
| | 1.1.16 | A✓/global summit. | DRI |
| | 1.1.17 | C✓/Carrying large amounts of cash | DRI |
| | 1.1.18 | D✓/Civil wars | DRI |
| | 1.1.19 | B✓/global | DRI |
| | 1.1.20 | C✓/unforeseen occurrence. | DRI |
| | | | (20 x 1) (20) |
| 1.2 | 1.2.1 | company stationery✓ | TS |
| | 1.2.2 | physical appearance of the business✓ | TS |
| | 1.2.3 | grooming✓ | TS |
| | 1.2.4 | promotes integrity✓ | TS |
| | 1.2.5 | uniform allowances✓ | TS (5) |
| 1.3 | 1.3.1 | re-using✓ | SR |
| | 1.3.2 | management of resources✓ | SR |
| | 1.3.3 | alien plants✓ | SR |
| | 1.3.4 | grey water✓ | SR |
| | 1.3.5 | handmade✓ | SR (5) |
| 1.4 | 1.4.1 | D✓/KwaZulu-Natal | DRI |
| | 1.4.2 | F✓/Eswatini | DRI |
| | 1.4.3 | A✓/Philippines | DRI |
| | 1.4.4 | B✓/Madagascar | DRI |
| | 1.4.5 | C✓/Ecuador | DRI (5) |



| | | | |
|-----|-------|--|--------|
| 1.5 | 1.5.1 | Mapungubwe Cultural Landscape✓ | CH |
| | | | |
| | 1.5.2 | Barberton Makhonjwa Mountains✓ | CH |
| | | | |
| | 1.5.3 | Maloti-Drakensberg Park✓ • uKhahlamba-Drakensberg Park | CH |
| | | | |
| | 1.5.4 | Fossil Hominid Sites of South Africa✓ • Cradle of Humankind • Maropeng • Sterkfontein Caves | CH |
| | | | |
| | 1.5.5 | Robben Island✓ | CH (5) |

TOTAL SECTION A: 40



Handwritten initials and a signature.

SECTION B: MAP WORK AND TOUR PLANNING; FOREIGN EXCHANGE

QUESTION 2

- 2.1 2.1.1 He spends time in a flood-affected area to assist the community in rebuilding the tourism infrastructure. ✓✓ MTP (2)
- He wants to make a positive social impact by spending time assisting the local community.
 - He has chosen a destination in need of money that is generated by tourism.
 - He is giving back to the community and contributing to the local economy.

NOTE: Accept examples relevant to the text and picture.

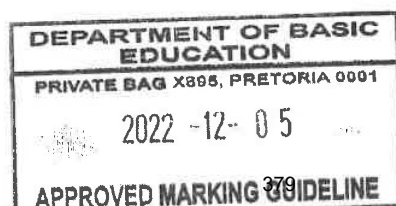
- 2.1.2 Valid passport ✓✓ MTP (2)
- 2.1.3 World Health Organisation ✓✓ MTP (2)
- WHO
- 2.1.4 Drink bottled water. ✓✓ MTP (2)
- Wear a mask / use gloves.
 - Sanitise regularly.
 - Advisable to have taken the Covid-19 vaccine and other preventative medication.
 - Do not swim in stagnant water.
 - Pay attention to the provincial health and safety regulations.

NOTE: Accept recommendations relating to water-borne diseases.

- 2.2 2.2.1 A flight that requires a passenger to change aeroplanes and take another flight to get to his final destination. ✓✓ MTP (2)
- A flight with a stop and a change of aircraft to get to the final destination.

| | | | |
|---|-------------------|---|---------|
| 2.2.2 | Vancouver -8 | Frankfurt +1 | MTP (4) |
| | Time difference | = 9 hours ✓ | |
| | Time in Frankfurt | 18:00 (+✓) 9 hours = 03:00 ✓ on Sunday ✓ | |
| <p>OR</p> <p>03:00 ✓✓✓ on Sunday ✓</p> | | | |

| | | | |
|-------|---------------------------|--------------|---------|
| 2.2.3 | Arrival at Frankfurt | 12:00 | MTP (2) |
| | Departure to South Africa | 16:00 | |
| | Time <i>in transit</i> | = 4 hours ✓✓ | |



| | | | |
|-------|--------------------------|-------------------------------------|-----|
| 2.2.4 | Frankfurt +1 | Johannesburg +2 | MTP |
| | Time difference | = 1 hour✓ | |
| | Departure from Frankfurt | 16:00 (+✓) 1 hour | |
| | Arrival in Johannesburg | = 17:00 (+✓) 11 hours (flying time) | |
| | | = 04:00✓ on Monday✓/the next day | (5) |
| | OR | | |
| | 04:00✓✓✓✓ on Monday✓ | | |

2.3 2.3.1 Green channel✓✓ MTP (2)
 • Red channel

2.3.2 **GREEN CHANNEL** MTP (2)
 He has nothing to declare. ✓✓
 • The goods Mr. Murdock brought into the country are within the duty-free limits.

RED CHANNEL
 • If Mr Murdock exceeded the duty-free limits, he needs to declare.

2.3.3 He should use registered transport providers. ✓✓ MTP (4)
 He should get information from the information desk at the airport about registered, reputable (trustworthy) transport providers. ✓✓
 • Mr Murdock should research the different transport options before his trip.
 • He should never ask for help from a stranger about transport.
 • Should Mr Murdock make use of the B&B's transport, he must have the name of the shuttle company and the contact details of the driver.

[29]

QUESTION 3

3.1 3.1.1 Great British Pound✓✓ FX (2)
 • Pound Sterling
 • British Pound
 • GBP / £

3.1.2 R13 000 + R2 950 + R1 456 + R37 850 FX (2)
 = R55 256✓✓

3.1.3 R75 000 -✓ R55 256 FX (2)
 = R19 744✓

OR

R19 744✓✓



- 3.1.4 **YES / I AGREE** FX
All her major expenses were paid and there was enough money left for spending to buy souvenirs and go on short trips. ✓✓
The duration of her stay in London was only for a period of four days. ✓✓ (4)

OR

NO / I DISAGREE

London is a very expensive city. ✓✓
This amount is far too little to spend in London once the rand has been converted into British Pound. ✓✓

NOTE: No marks are awarded for YES or NO.

- 3.1.5 R55 256 ÷✓ 20.42✓ FX
= GBP2 705.97✓ (3)

OR

GBP2 705.97✓✓✓

- 3.2 3.2.1 Fluctuation refers to the daily change of the value of one FX
currency against other currencies. ✓✓ (2)
• Fluctuation refers to the rising and falling of the value of currencies over a certain period.

- 3.2.2 **Effects of a weak rand on inbound tourism:** FX
Greater influx of inbound international tourists because South Africa will be seen as a value for money destination. ✓✓ (2)
• Tourists will find South Africa an affordable destination to visit.

Multiplier Effect:

More inbound tourists will mean more people would need to be employed in the tourism sector. ✓✓
Much needed revenue will be generated to rebuild destroyed infrastructure, particularly in KwaZulu-Natal. ✓✓ (4) (6)
• More employment will mean that more people become tax payers.
• Increased collection of taxes would improve the overall infrastructure.
• Lead to less poverty and criminal activities.
• Will lead to direct and indirect jobs being created.
• The contribution of the tourism industry to the GDP of South Africa will increase.



TOTAL SECTION B: 50

[21]

**SECTION C: TOURISM ATTRACTIONS; CULTURE AND HERITAGE
TOURISM; MARKETING****QUESTION 4**

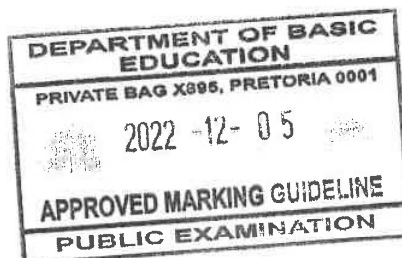
| | | | | | |
|-----|-------|---|-----------------------|----|-----|
| 4.1 | 4.1.1 | A | Mecca✓ • Kaaba | TA | |
| | | B | The Parthenon✓ | | |
| | | C | The Dome of the Rock✓ | | |
| | | D | Blue Mosque✓ | | |
| | | E | The Eiffel Tower✓ | | |
| | | F | The Taj Mahal✓ | | (6) |

- 4.1.2 **Icon:** TA (2)
- The country is associated with the icon. ✓✓ /Symbolises a country.
- Receives millions of tourists per year.
 - Generates high revenue.
 - Increased publicity for the icon and the country.
 - Unique features

- Attractions:** (2)
- Attract visitors to the area. ✓✓
- Lesser-known by the rest of the world
 - Attract fewer tourists. (2 x 2)

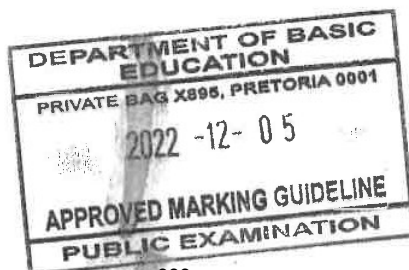
- 4.1.3 (a) **B – The Parthenon (Athens, Greece)** TA (4)
- The Parthenon is ruins of a temple on top of the Acropolis, a hill in Athens. ✓✓
- It is a building characterised by pillars (columns). ✓✓
- Originally built as a temple, it was also used as a treasury, a fortress, a church and a mosque.
 - Built in honour of the Greek goddess Athena.

- (b) **D – The Blue Mosque (Istanbul, Turkey)** TA (4)
- It is a mosque with an impressive interior design. ✓✓
- The roof is unique with small domes surrounding the bigger dome. ✓✓
- There are six minarets (small towers) at the Blue Mosque.
 - The name comes from the blue ceramic tiles on the inside walls.



- 4.1.4 **ONE unique feature of icon E:** TA (2)
 It is a landmark in the city, Paris. ✓✓
 • It is a symbol of France.
 • It is one of the most recognised structures in the world.
 • It used to be one of the tallest structures in the world – 324m high.
 • The entire tower is built from iron/steel.
 • An aerial view of the city of Paris can be seen from the top of the tower.
- ONE economic benefit of the icon for France.**
 Higher revenue and foreign currency earnings. ✓✓ (2)
 • Contribution to the country's GDP.
 • Increased job creation
 • More entrepreneurial opportunities
 • Increased visitor numbers to France
 • Sets the multiplier effect into motion. (2 x 2)
- 4.2 4.2.1 Japan ✓✓ TA (2)
- 4.2.2 **ONE negative impact of mass tourism (over-tourism):** TA (2)
 Extra strain on the resources in the area e.g. water, electricity, sanitation ✓✓
 • Damage to the natural environment
 • Challenges with access control
 • Challenges with management of visitors
 • Increased levels of pollution
- 4.2.3 Litter bins are available along the hiking trails. ✓✓ TA (4)
 Hiking trails are well demarcated (marked). ✓✓
 • Clear signage of where hikers may go
 • Educational presentations on the natural resources, plants and animals that visitors will see
 • Educational presentations on how to preserve nature and the importance of conservation
 • Encourage climbers to use the routes out of season to reduce the negative impact of too many visitors.
 • Charging entrance fees to control crowds.
 • Restriction on the number of visitors / cars entering the area
 • Regular clean-up of mountain areas
 • Any infrastructure built must be environmentally friendly.
 • A code of conduct can be made available to tourists.

NOTE: Accept examples of sustainable and responsible management practices.



[30]

QUESTION 5

- 5.1 A - #Khomani Cultural Landscape ✓✓ CH (2)
- B – Richtersveld Cultural and Botanical Landscape ✓✓ CH (2)
- 5.2 5.2.1 The culture of the San and Nama should be protected for future generations to experience traditions and culture of the San and Nama people. ✓✓ CH (2)
- Creates a sense of pride for their culture.
- 5.2.2 They take tourists on hunting expeditions and show them how to track the animals. ✓✓ CH (2)
- The visitors are taken on a tour and are exposed to their simple way of living, their traditions and culture.
- NOTE:** *Accept examples that refers to their culture and traditions.*
- 5.3 Greater publicity for the province ✓✓ CH (2)
- Revenue generated can be used to upgrade and maintain the infrastructure.
 - Financial benefits for the province, product owners and service providers.
 - Decrease in unemployment, poverty and crime.
 - Creates jobs, entrepreneurial and investment opportunities which will improve their standard of living.
 - It sets the multiplier effect into motion.

[10]

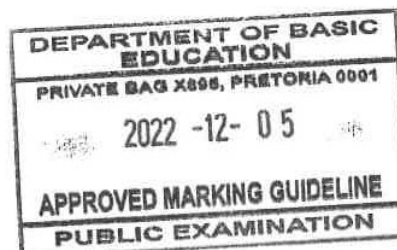
QUESTION 6

- 6.1 An event where tourism-related businesses are given the opportunity to exhibit and promote their products and services. ✓✓ M (2)
- An event where the major role players in the tourism industry can network in order to establish new business relationships.
 - An event where buyers such as tour operators can negotiate business deals with exhibitors.

NOTE: Accept the description of a travel trade show.

- 6.2 Getaway Shows ✓✓ (Cape Town and Johannesburg) M (2)
- Meetings Africa (Johannesburg / Cape Town)
 - World Travel Market Africa – WTM Africa (Cape Town)

- 6.3 **Step 1:** M
Participating tourism businesses collect the 1% levy from tourists. ✓✓
- Step 2:**
This money is paid to TOMSA on a monthly basis, who then makes it available to the TBCSA. ✓✓
- Step 3:**
TBCSA as administrators of the funds then pays the money to SATourism. ✓✓ (6)
- SATourism utilises the fund to market South Africa nationally and internationally as a destination of choice.

[10]**TOTAL SECTION C: 50**

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SECTION D: TOURISM SECTORS; SUSTAINABLE AND RESPONSIBLE TOURISM

QUESTION 7

- 7.1 7.1.1 Good communication skills ✓✓ TS (2)
- Professional interaction with customers
 - Prompt responses to comments on social media platforms

NOTE: Accept examples of good communication skills and professional behaviour from the hotel staff.

- 7.1.2 The hotel logo ✓✓ TS
 Name of the hotel ✓✓ (4)
- The hotel has a website / Twitter handle / Instagram page (@TangoHotelsLtd).
 - The hotel has social media platforms such as Twitter / Instagram.
 - The hotel monitors their social media platforms closely and responds quickly.
 - Customer services policies are implemented.

NOTE: Accept examples of good customer service.

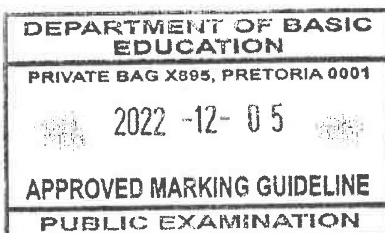
- 7.2 7.2.1 The salary is fair payment for the work completed. ✓✓ TS
 Regular payment of monthly salary/wage. ✓✓ (4)
- The salary is competitive within the sector.
 - Working hours / meal breaks and overtime comply within the law and legal contracts.
 - Amounts deducted from the salary (e.g. UIF) are according to the law.
 - Paid for overtime according to regulated rates.

7.2.2 TS

| Working hours | Overtime |
|---|--|
| Maximum working hours are specified, e.g. 45 hours per week. ✓✓ | Hours worked over and above the required working hours. ✓✓ |
| • Normal working hours are part of contractual obligation. | • Overtime hours are negotiated to a maximum of 10 hours per week. |
| • Working hours are paid at normal rates. | • Overtime is paid at a higher rate than ordinary working hours. |

(4)

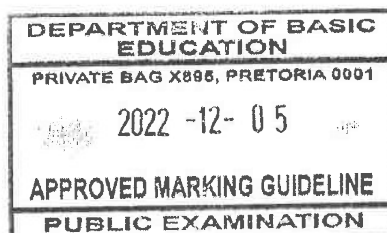
[14]



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QUESTION 8

- 8.1 Infrastructure✓✓ SR
Education✓✓ (4)
 - Capacity building
 - Health
 - Sanitation
 - Guest contributions
- 8.2 Economic pillar✓✓ /profit SR
Environmental pillar✓✓ /planet (4)
- 8.3 Local residents are employed by the tourism business. ✓✓ SR
The tourism business buys supplies locally or makes use of local services. ✓✓ (4)
 - The business procures goods and services from certified Fair Trade Tourism companies.
- 8.4 It encourages tourists to choose the services of tourism businesses that have been FTT certified. ✓✓ SR
It assures tourists that the money that they spend at these establishments will benefit the local community. ✓✓ (4)
 - It shows other tourism businesses that tourists prefer to support FTT certified establishments.
 - FTT certified companies collaborate to compile and market packages which will appeal to responsible tourists.
 - Money spent by tourists will be used to implement the management plans to save the environment.
- [16]**
- TOTAL SECTION D: 30**



Mh
SP
SP

**SECTION E: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM;
COMMUNICATION AND CUSTOMER CARE**

QUESTION 9

- 9.1 9.1.1 Northern ✓✓ DRI (2)
- 9.1.2 **Fuel** DRI
Higher fuel price ✓✓
 - Higher petrol price
 - Increase in the price of crude oil

Wheat
Limited supply of wheat ✓✓ (4)
 - Availability of wheat flour
 - Increase in bread prices

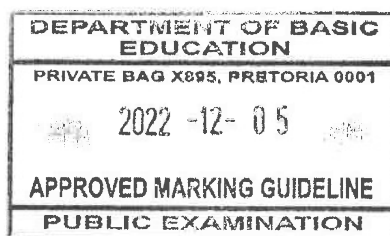
9.1.3 Increased petrol and wheat prices will make long distance travel expensive and unaffordable. ✓✓ DRI
Car hire will be a less popular option because of the cost of petrol. ✓✓
Bus/shuttle/taxi industry will suffer – higher ticket prices and availability of fuel. ✓✓ (6)
 - Availability, frequency, cancellations and increased cost of flights and other forms of transport will be affected.

9.2 9.2.1 Gauteng ✓✓ DRI
Western Cape ✓✓
Mpumalanga ✓✓ (6)

NOTE: Must be in the correct order.

9.2.2 Long travel distances from the major gateways of the country ✓✓ DRI
 - Limited air access /Fewer domestic flights to these provinces
 - These are lesser-known and marketed provinces.
 - Limited infrastructure to attract major events
 - Within the province the attractions are situated far apart from each other.

[20]



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QUESTION 10

- 10.1 The survey will help identify where and how he can improve his business and increase visitor numbers. ✓✓ cc (2)
 - To get a benchmark for incentives for staff.
 - To get a sense of how customers regard his business.

- 10.2 Chef and the team ✓✓ cc (2)
 - Kitchen staff /Kitchen brigade

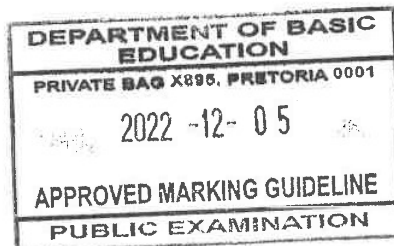
- 10.3 The ratings for the chef and the team were the highest. ✓✓ cc
 The conduct and communication involving frontline staff received low ratings from the customers. ✓✓ (4)
 - The cleanliness and maintenance of the restaurant received low ratings.
 - The waiters do not take their work seriously.

- 10.4 Re-train and up-skill all frontline staff. ✓✓ cc (2)
 - Managers to effectively manage and control staff.
 - Make the incentive package attractive to staff.
 - Make a supervisor responsible to control the cleanliness and maintenance of the restaurant.
 - Do everything in his power to create a memorable experience for guests.

NOTE: Accept examples of strategies that will increase visitor numbers and profitability.

[10]

TOTAL SECTION E: 30
GRAND TOTAL: 200



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