Province of the EASTERN CAPE EDUCATION

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	TOURISM		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	3	HOURS	
PROVINCE	EASTERN CAPE		
DATES OF MARKING	7 /12 / 23 - 17 /12/ 23		

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

The performance of candidates in the 2023 Tourism Examination can generally be undertaken as a fair performance. Many educators as well as candidates rated the paper as being fair and appropriate, but not easy.

The total number of candidates that wrote Tourism in the Province of the Eastern Cape is 25 754, the total average performance as per the item analysis is 41%. The question paper required intensive studying and the ability of candidates to analyse abstract text and apply it in their responses for the paper. Some candidates still lack basic skills and knowledge required to answer lower order questions. Application questions remain a major challenge. Candidates do not read the questions thoroughly before answering them.

It is evident in responses of some candidates that they were never exposed to the 2021 Examination Guidelines. In some cases, the question paper related to events, occurrences that are current and the lack of exposure to contemporary issues was detrimental to the candidates and they did not have an ability to synthesise with the content outlined in the curriculum.

Example:
Question 1
1.1.3 Earthquake and Floods that took place in Turkey in 2023
1.1.18 Netball World Cup hosted in 2023
1.1.19 Hurricane Freddy February 2023
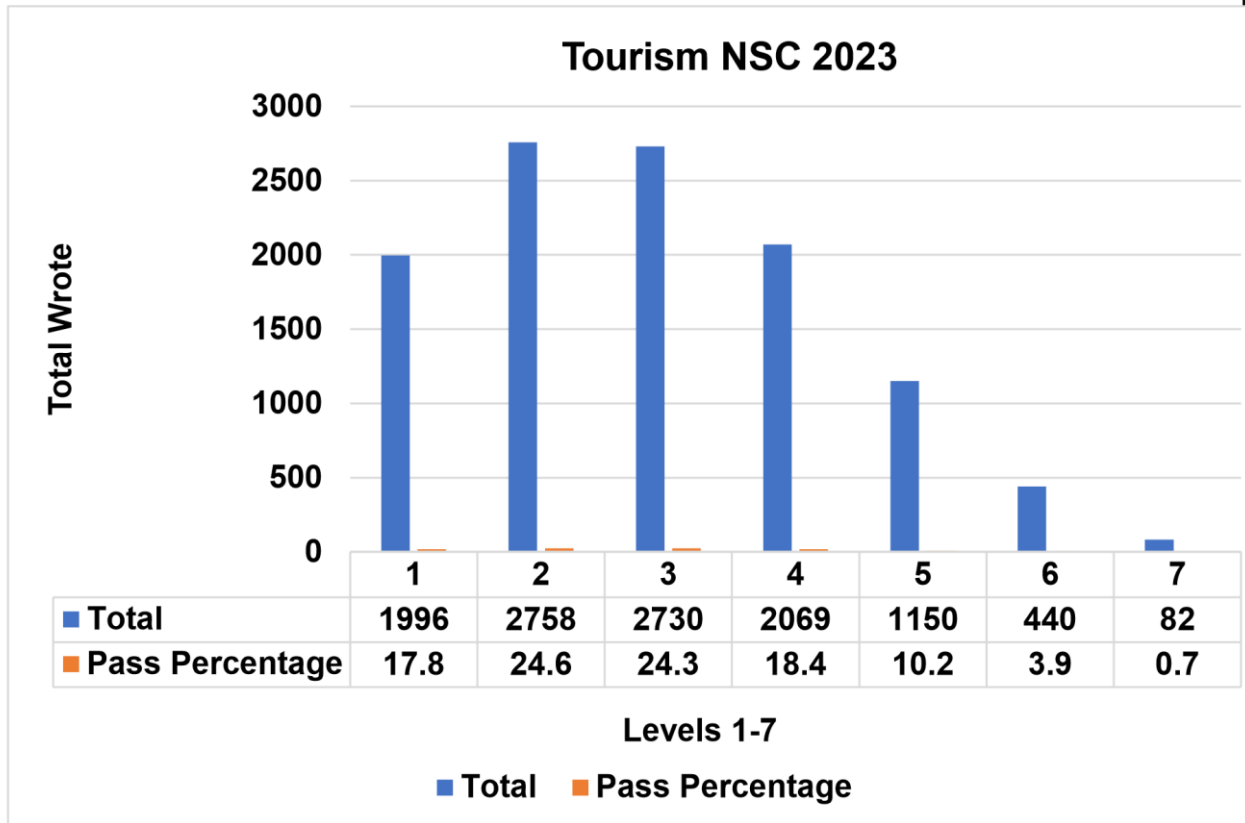
Question 2
2.1 The Cape Town Cycle Tour 2023

Question 6
6.1 Meetings Africa 2023

Question 9

9.1 FIFA World Cup 2026

The graph below shows the overall performance of a sample of **11229 out of 25754** candidates.
Please note that this does not reflect the most accurate picture as it not the
100% representation of the complete candidate's performance of the Eastern Cape.

Tourism NSC 2023

	1	2	3	4	5	6	7
■ Total	1996	2758	2730	2069	1150	440	82
■ Pass Percentage	17.8	24.6	24.3	18.4	10.2	3.9	0.7

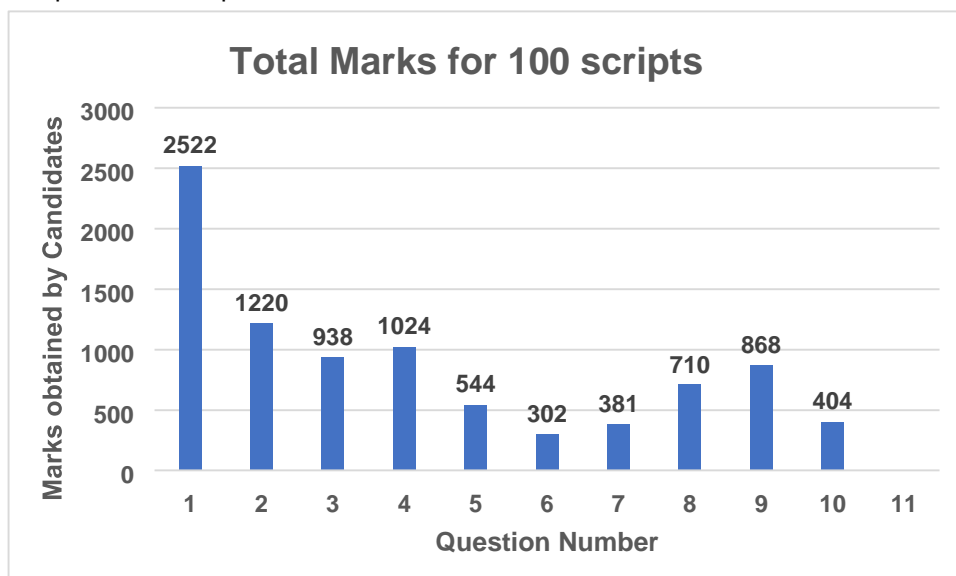**Levels 1-7**

■ Total   ■ Pass Percentage

From the analysis of the graph it is evident that learners should be given regular class tests based on the format of examination papers. The results of these tests (learner's responses) should be discussed with them. Teachers should teach learners to use the correct terminology and coached on writing in full sentences. Learners should also be taught on reading the instructions for each question: the instructions in the Question paper clearly stated Discuss, Give reasons, Name, Explain, Identify, Describe, Suggest, Recommend, State, but most candidates listed the responses in point form which resulted in them losing marks.

SECTION 2: Comment on candidates' performance in individual questions

NOTE: The graph in this section was created using data extracted from the 100 random sampled scripts.
The following graph shows the average performance in the individual questions taken

from the sample of 100 scripts.

Total Marks for 100 scripts

Marks obtained by Candidates (y-axis): 0 to 3000

Question Number	Marks
1	2522
2	1220
3	938
4	1024
5	544
6	302
7	381
8	710
9	868
10	404
11	

QUESTION 1

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

Generally, Question 1 which comprises of short questions was well answered by most candidates. This question covers the entire curriculum and mainly assesses terminology in the subject holistically. Most candidates performed at an average of 63%. Most learners attained high marks in Question 1.1, 1.2 and 1.3.

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

Question 1.4 Sustainable and Responsible Tourism: matching the description with the sustainable tourism concepts. Candidates made a lot of mistakes due to the inability to analyse and interpret the examples given in Column A with the concepts in Column B. This could be due to the lack of adequate studying.

Question 1.5 Domestic, Regional and International Tourism: matching the descriptions of forms of payment with the pictures provided. Candidates confused the swift international bank-bank network of electronic transitions using payment orders and codes with Credit card/American Express with money that is available after an arrangement was made with the bank to repay the amount in monthly instalments.

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

Mapwork and Tour Planning concepts:

Teachers must provide definitions on the terminology related to the relevant topics:

TERMS	DEFINITION	
UTC	Universal Time Coordinate, the 0° line of longitude	
IDL	180° line that separates two consecutive calendar days; the date in the eastern hemisphere, to the left of the line, is always one day ahead of the date in the western hemisphere.	
Restricted goods	Goods, whose importation requires a permit issued by a Regulatory Authority (Customs, SARS, Customs and Excise) or are subject to quantitative restrictions. Examples: **Currency**	

	South African bank notes in excess of R25 000; foreign currency above $10 000; gold coins; coin and stamp collections; and unprocessed gold. **Endangered plants and animals**
	Species of plants or animals that are listed as endangered, whether they are alive or dead, as well as any parts of or articles made from them. **Food, plants, animals and biological goods** All plants and plant products, such as seeds, flowers, fruit, honey, margarine and vegetable oils. Also animals, birds, poultry and products thereof, such as dairy products, butter and eggs. **Medicines** You are allowed to bring in one month's supply of pharmaceutical drugs or medicines for your personal use. Any other medicines must be accompanied by a letter or certified prescription from a registered physician, and have to be declared.
Prohibited goods	Goods that, according to the law, may not be brought into a country. Examples: • Matches • Flammable gas • Corrosive substances • Explosives • Poisonous substances
Jet lag	A physical condition related to flying long distances over many time zones (flying from east to west or west to east). It is related to the number of time zones a traveller crosses and not to the length of the flight.
Jet fatigue	Related to the length of the flight as many travellers feel extreme tiredness after a long flight.
Travel clinic	Medical facilities that specialise in providing travellers with medical care associated with their trip.
Travel agency	A person engaged in selling and arranging transport, accommodation, tours, or trips for travellers.
Logical sequence	A sequence of events or things that come one after another in a particular order
Concierge desk	A person or service that helps with personal business (such as making travel arrangements, scheduling appointments, or running errands)
WHO	World Health Organisation: a specialized agency of the United Nations responsible for international public health
Yellow fever/Yellow jack/Yellow plague	A viral infection spread by a particular species of mosquitoes. Common to areas in Africa and South America. A vaccine is recommended before travelling.
Malaria/ Plasmodium infection	A disease caused by a plasmodium, transmitted by the bite of infected mosquitoes.
Zika virus	A virus transmitted by mosquitoes which typically causes asymptomatic or mild infection (fever and rash) in humans, identified originally in Africa and later in other regions, including South America.

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

Learners must be taught to follow instructions given on the question paper e.g. Choose the correct letter, Match the correct letter. When writing the letters in the answer book learners must be advised to write in CAPITAL letters for the multiple choice and matching questions and to refrain from writing two letters when the question only requires one letter.

QUESTION 2

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

The question assesses knowledge and skills on Mapwork and Tour Planning. The candidate's performance was above average. Most candidates were able to attain good marks for Questions 2.1.1 calculating the time difference, Question 2.1.2 Calculating the arrival time, Question 2.1.3 giving reasons why the family arrived 3 days before the race.

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

Question 2.2.1 Candidates seem not to be clear on how to differentiate between green and red channel, most candidates swopped answers when giving reasons to the relevant channel to follow when carrying goods that do not need to be declared.

Question 2.2.2 Candidates associated the uniform in the picture with SAPS, security guards and pilots, candidates were unable to identify the government body at the airport, most candidates could not give Customs, Customs and Excise and SARS as their answers. Most candidates lost marks for Customs and Immigration, Department of Customs.

Question 2.3 candidates could not calculate the DST and some used the old method of -1 instead of +1.

Question 2.4 candidates' responses were based on the attractions instead of adventure activities for the Tourists to enjoy in the Western Cape.
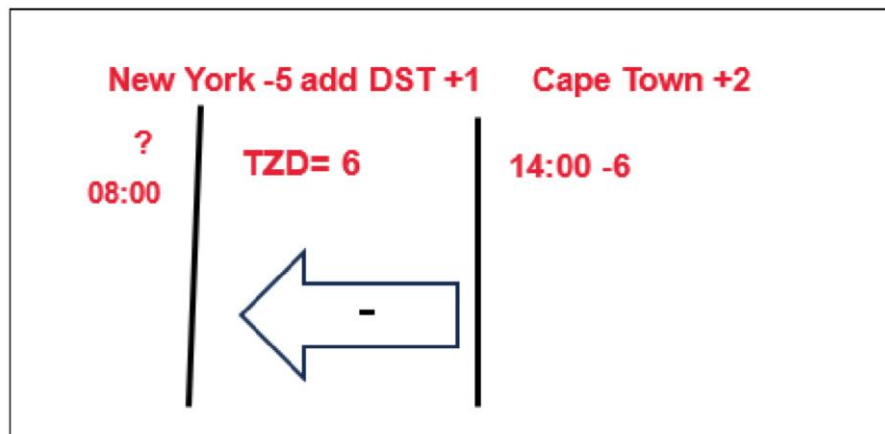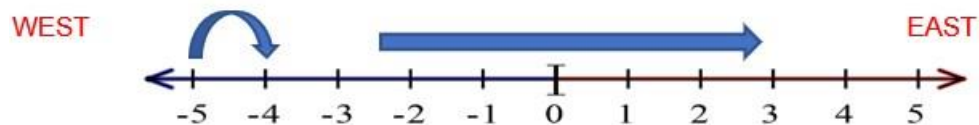
(c) Provide suggestions for improvement in relation to Teaching and Learning

How to calculate DST:

Step 1: Locate the TWO countries mentioned in a question

Step 2: Adjust the time of the country/city that uses DST forward by 1hr (+1)

Always move one step from the LEFT to the RIGHT or WEST to EAST

• Learners should be taught about Customs and Excise and the duties performed in this office:	

Customs and Excise SARS	Where do you find them at the airport: Customs Duties: • Control that visitors do not carry illegal and/or prohibited goods into the country. • Ensure that restricted goods are within the permissible limit. • Ensure visitors pay customs duties as required.

GREEN CHANNEL	RED CHANNEL
- If the goods in your possession fall within a duty-free allowance. - You do not have any prohibited or restricted goods within your possession. - You are not of any commercial goods - You are not in possession of gifts, carried on behalf of others (Please proceed to the green channel)	- If you have in your possession any prohibited and restricted goods - Goods which fall outside the duty-free allowance - If you are unsure whether any goods in your possession fall within these categories - If you are instructed by a Customs Official to enter this channel

Teachers should teach learners the difference between the Tourists attractions and activities.

Examples of Attractions in Western Cape	Examples of Adventure Activities in Western Cape
• V&A Waterfront • Table Mountain National Park • Panoramic Route • Robben Island • Cape Wine Tours • Cango Caves • Kirstenbosch Botanical Gardens • Two Oceans Aquarium	• Paragliding • Bungee jumping • Snorkelling • Abseiling • Hiking • Ferry ride • Two oceans Aquarium- diving • Helicopter flips • Scenic drives • Cable car rides

(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 teach in the language of instruction and administer informal tasks, a minimum of 4 per week sourced from previous question papers to familiarize learners with the style of questioning. Teachers to emphasize the use of the action verbs, content and mark allocation in a question to guide the learners on how their responses should be articulated.

QUESTION 3

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

Question 3. Foreign Exchange: from the 100 scripts sampled candidates obtained an average of 9.3 marks equivalent to 43%. Most candidates were able to attain good marks for Questions

3.1.1 (a) determining whether the rand was weak or strong using the foreign exchange rate sheet. Question 3.1.2 explaining why the family decided to buy the bicycle in South Africa. Question 3.2 most candidates were able to analyse the data in the graph and positively answer Questions 3.2.1 and 3.2.2.

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

Question 3.1.1 (b) Some candidates struggled to analyse the foreign exchange rate table to determine the reason why the rand was weak. Candidates confused the question with the concept of BBR and BSR when analysing the data.

Question 3.1.3 - the concept buying power was incorrectly interpreted and most candidates performed poorly.

Question 3.2.3 candidates generalised their responses to fluctuation and did not give adequate reasons using the graph to determine the reason why the South African rand fell to the new low against the US dollar.

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

Learners must practise critical thinking questions by using games, short tests, drawing concept maps, class competitions, working through previous examination question papers.

Learners must be given more informal assessment with discussion questions, and the importance of responding according to the action verbs used in the question.

(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 teach learners on terminology prescribed in the 2023-2024 ATP and 2021 Examination Guidelines and link with "gross domestic product" (GDP) and its benefits to the South African economy

• 	The multiplier effect and link to the GDP

• 	The concept "strong" and "weak" rand

• 	The relative strength and relative weakness of a currency at specific times

• 	Interpret a currency rate sheet

• 	Convert the major currencies to South African rand and convert South African Rand into selected currencies to understand the buying power of different currencies (use only exchange rates expressed as 1 unit of foreign currency = value in rand, i.e. 1 USD = R7, 60.

Calculators may be used for calculations – rounded off to two decimals, e.g. R34, 56)

QUESTION 4

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

From the 100 sampled scripts the candidates performed at an average of 10.2 marks which is equivalent to 43%.

Question 4 covers Tourist Attractions of the 2023 prescribed Icons in the Examination Guideline. Candidates' performance is below average.

Question 4.1.1 Most candidates provided the correct names for the Icons labelled A-D

Question 4.1.3 Most candidates could describe the unique aspect of floating markets

Question 4.1.4 Most candidates were able to provide reasons why Bullfighting should not be banned as a cultural practise in Spain.

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

Question 4.1.1 - Some candidates did not follow the instruction in the question paper of identifying the icon/attractions by the descriptions. The pictures provided were to act as a stimulus but instead the candidates opted for writing the letters in the pictures as their answers instead of giving the official name of each icon/attraction.

Question 4.1.2 - Most candidates performed poorly in this question, they linked World Heritage Sites with the ones found in South Africa and most did not identify the WHS in the pictures provided in this question.

Question 4.2.1 - Most candidates could not name the continent and country where Machu Picchu is
located, most swopped the continent and the country around and gave the city in
Peru

Question 4.2.2 - Some candidates could not describe the physical features of Machu Picchu

Question 4.2.3 - Most candidates quoted from the extract instead of discussing negative impact of the closure of Machu Picchu

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

Subject Advisors and teacher**s** to outline all the Icons which are identified as WHS whilst teaching Icons and attractions.

Every Tourism classroom must have a World Map, South African Map and a Provincial Map so learners constantly engage with identification and location of continents, countries and cities on maps. YouTube videos to enrich the teaching and learning of Icons must be utilized.

(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 carefully read the instructions provided for each question. The use and understanding of Action Verbs must be infused in informal tasks.

QUESTION 5

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

Question 5: Culture and Heritage from the 100 sampled scripts, candidates obtained an average of 5.4 marks equivalent to 34%. Generally, most candidates performed well in Question 5.1 and could identify the WHS in the picture along with its classification, the province where it is located and other WHS found in the province.

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

Question 5.1.1 - Some candidates wrote Cape Flora which is incorrect as it is not the official name.

Question 5.2.1 - word "value" confused most candidates they could not get the full marks, most copied from the criterion and did not explain the value of the unique fynbos biome in attracting tourists to the area.

Question 5.2.2 - most candidates did not discuss how the threats of uncontrolled fires would have on the Table Mountain National Park instead the candidates focused on "irresponsible tourist behaviour" and aligned their responses to tourists causing the fire and not the effect of the fire and therefore lost marks.

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

Learners must practise critical thinking questions by using games, short tests, drawing concept maps, class competitions, working through previous examination question papers. Learners must be given more informal assessment with discussion questions, and the importance of responding according to the action verbs used in the question. YouTube videos to enrich the teaching and learning of Icons must be utilized.

(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 educate learners about Cape Floral Region Protected Areas being shared by TWO provinces: Eastern Cape with no attraction and Western Cape with Robben Island as an attraction Learners must be given more informal assessment tasks with discussion questions, and the importance of responding in accordance with the action verb used in the question. Strengthen the development and use of a glossary table with Tourism related terminology. Example:

Value: importance

Unique: being different from others

Threat: something likely to cause damage or danger

QUESTION 6

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

Question 6: Marketing from the 100 sampled scripts candidates obtained an average of 3 marks equivalent to 30%. Generally, most candidates performed well in Question 6.1, Question 6.2, and Question 6.3.

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

Question 6.4: the word "position" South African as a destination of choice in international travel trade shows confused the candidates and most did not get full marks for this question. Some candidates confused this question with the role of SA Tourism in marking South Africa as a tourism destination and did align their responses to ITB Berlin and WTM.

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

Learners must practise critical thinking questions by using games, short tests, drawing concept maps, class competitions, working through previous examination question papers. Learners must be given more informal assessment tasks with discussion questions, and the importance of responding in accordance with the action verbs used in the question.

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

Learners must be taught how to differentiate between the TWO platforms of marketing Tourism: **International Travel Trade Shows**: ITB Berlin, World Travel Market (international events considerations for hosting, good publicity for South Africa, networking opportunities with other tourism businesses from other countries, persuasion to visit South Africa, investment opportunities)

National Travel Trade Shows: Getaway shows, Indaba Trade Shows (creating awareness for national and regional tourism business to market their products and services, investment opportunities, persuasion to visit attractions in South Africa)

QUESTION 7

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 7: Tourism Sectors from the 100 sampled scripts candidates obtained an average of 3.8 marks equivalent to 38%. Generally, most candidates did not perform well in Question 7. Question 7.2 was well answered by most candidates.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 7.1- Most candidates gave the factors that contribute to the professional image e.g. grooming, personal hygiene. Some candidates repeated the term professionalism in their responses, they struggled to give examples that could be linked to the marking guideline. **Question 7.2 -** some candidates confused the staff member with security due to the word "safety" on the sentence. **Question 7.3.1-** Most candidates did not understand the concept treatment of passengers and related it to medication. **Question 7.3.2-** Most candidates struggled with the concept of punctuality and airline's code of conduct

(c) Provide suggestions for improvement in relation to Teaching and Learning
• Field trips and job shadowing to various Tourism establishments to observe how they operate and infuse professional image to real life situations on the following aspects: ➢ The image of the company such as the name, logo, slogan, website, stationery, marketing material, product packaging, physical appearance of the business, environmental policies, customer service policies ➢ The image of the staff such as professional appearance, uniforms, dress code (if no uniforms are worn), personal hygiene, grooming, interaction with customers, communication skill • Learners must practise critical thinking questions by using games, short tests, drawing concept maps, class competitions, working through previous examination question papers.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
When teaching, the ATP must be used as a guideline and link it with how the business can present professional image, code of conduct in the Tourism industry: • Job and career opportunities in the tourism sectors, subsectors, and related services Entrepreneurial opportunities in tourism • The image of the staff such as professional appearance, uniforms, dress code (if no uniforms are worn), personal hygiene, grooming, interaction with customers, communication skills

QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 8: Sustainable and Responsible Tourism from the 100 sampled scripts candidates obtained an average of 7.1 marks equivalent to 36%. Generally, most candidates did not perform well in Question 8. **Question 8.2** was well answered by most candidates.
(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 8.1- some candidates did not follow the instruction of giving ONE word for the definition and lost marks even though they knew the correct answer.

Question 8.3 - was challenging for the candidates most could not use the action verb discuss adequately. Most candidates listed their responses and did not discuss and lost many marks.

Question 8.4 - candidates copied the answers verbatim from the extract and could not suggest ways on encouraging businesses to make use of the technology to track sustainability.

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

Learners must practise critical thinking questions by using games, short tests, drawing concept maps, class competitions, working through previous examination question papers.

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

When teaching, the ATP must be used as a guideline and link it with studies of companies that practise the triple bottom-line approach.

Resources: Examples of company initiatives from the internet and printed media. Sources of

information on responsible tourism (e.g. Responsible Tourism Handbook, FTT website, Gauteng

Responsible Tourism Handbook, etc.)

QUESTION 9

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

Question 9: Domestic, Regional and International Tourism from the 100 sampled scripts candidates obtained an average of 8.6 marks equivalent to 43%. Generally, most candidates performed well in this question. The scenario provided the candidates with enough stimulus to respond well in the questions. The candidates could analyse the graph.

Question 9.1.1, Question 9.1.2, Question 9.13, Question 9.1.4, Question 9.2 was well answered.

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

Question 9.1.5 the term *multi entry visa* candidates confused the term with Schengen Visa

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

Use of games, short tests, drawing concept maps, class competitions, working through previous examination question papers.

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

The ATP must be used as a guideline and link it with Global events of international significance:

• **Concept**: Global event

- **Sporting events**: FIFA World Cup, Wimbledon, Comrades, Tour de France, Olympic Games.
- **Other events**: G8 Summit, summits on climate change (*to be mentioned as examples, do not study the events as such*)

- The positive and negative impact of global events on international tourism
- The impact of hosting a global event on domestic tourism in the host country - the economy of the host country
- The advantages and disadvantages for the host country (within a tourism context): Development in infrastructural services, investment, foreign exchange income, the multiplier effect

QUESTION 10

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 10: Customer Care from the 100 sampled scripts candidates obtained an average of 4 marks equivalent to 40%. Generally, most candidates did not perform well in this question.
(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 10.1.1- candidates answered from the customers perspective instead the business. The infographics were not used effective to analyse on the importance of the findings for tourism businesses. **Question 10.1.2 -** many candidates repeated the question as an answer.   **Question 10.2.1 -** the word management confused the candidates, and they provided responses of business strategies e.g. provide staff training, discipline the staff, surveys, questionnaires Question 1.2.2.2 the word "loyalty"

(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners must be taught to reads with understanding. Learners must make use of highlighters and underline the key word from the extracts provided to be able answer the question that is being asked.   Use of newspaper articles, hello peter and other tourism related industries customer care issues. Utilise short tests, drawing concept maps, class competitions, working through previous examination question papers.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The ATP must be used as a guideline and link it with methods to obtain customer feedback and measure customer satisfaction: • Concept: Customer feedback   • Purpose of obtaining customer feedback   • Methods to obtain customer feedback, such as surveys, questionnaires, feedback cards, follow-up calls, SMS messages on cell phones, web-based responses   • How to analyse feedback: Study and capture the feedback data to determine the extent of customer satisfaction   Identify the most common complaints   Decide on an action plan. Start the *intervention process.*   • The impact of the service delivered by an organisation on its business profitability