EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2025 NSC CHIEF MARKER'S REPORT

SUBJECT	TOURISM
QUESTION PAPER	1
DURATION OF QUESTION PAPER	3 HOURS
PROVINCE	EASTERN CAPE
NAME OF THE INTERNAL MODERATOR	NOMPUMELELO ZULU
NAME OF THE CHIEF MARKER	VUYISILE NOGEMANE
DATES OF MARKING	01/12/2025- 12/12/2025
HEAD OF EXAMINATION:	MR EM MABONA

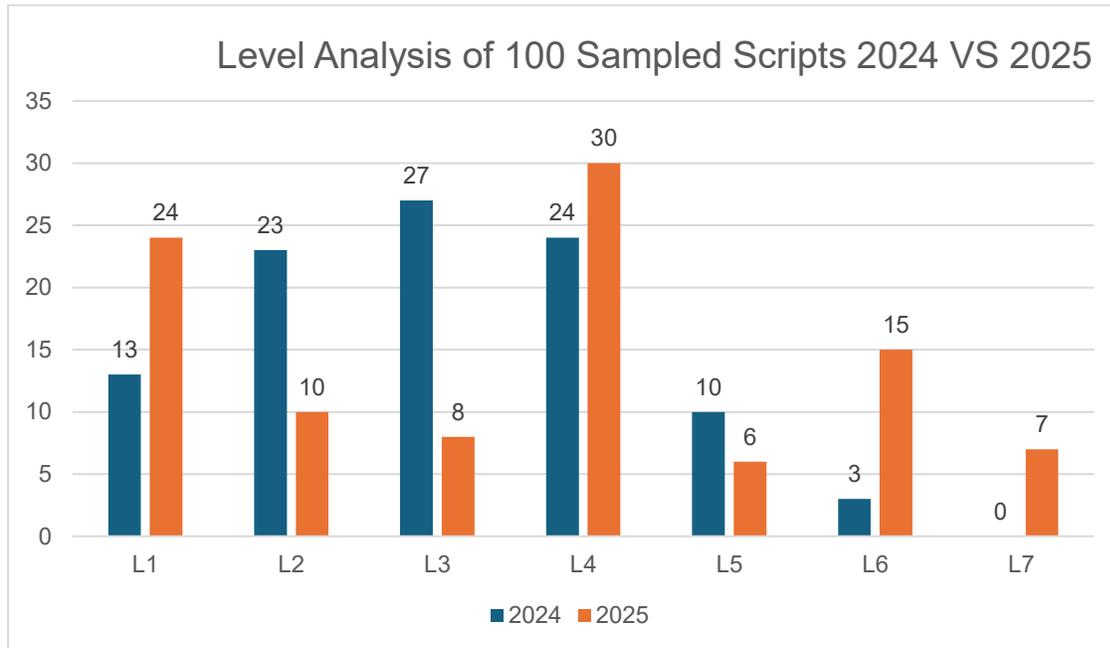**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Although the overall average from the 100 sampled scripts improved from 44% in 2024 to 48% in 2025, it is still clear that many candidates were not fully prepared for the examination. All questions were attempted, but the quality of answers differed a lot, showing uneven understanding and difficulty applying knowledge. Learners generally managed basic, recall-type questions but struggled when higher-order thinking, interpretation, or justification was required. They coped better with familiar contexts but found it difficult when information had to be integrated and applied in new situations. There were also noticeable content gaps, especially in foundational Grades 10 and 11 work, which affected their ability to handle more complex questions. Many candidates battled with basic skills such as rounding in foreign exchange calculations. Many candidates also did not know that tap water can cause waterborne diseases, struggled to apply general safety principles in a foreign context, and lost marks for not stating that travel documents must be "valid."

The overall impression is that many learners did not read the questions carefully and with meaning. Instead of giving the definition of "duty-free," they repeated information from the scenario and explained the green channel. Because they focused on the green channel, many then assumed the answer to Question 2.4.3 must be the red channel.
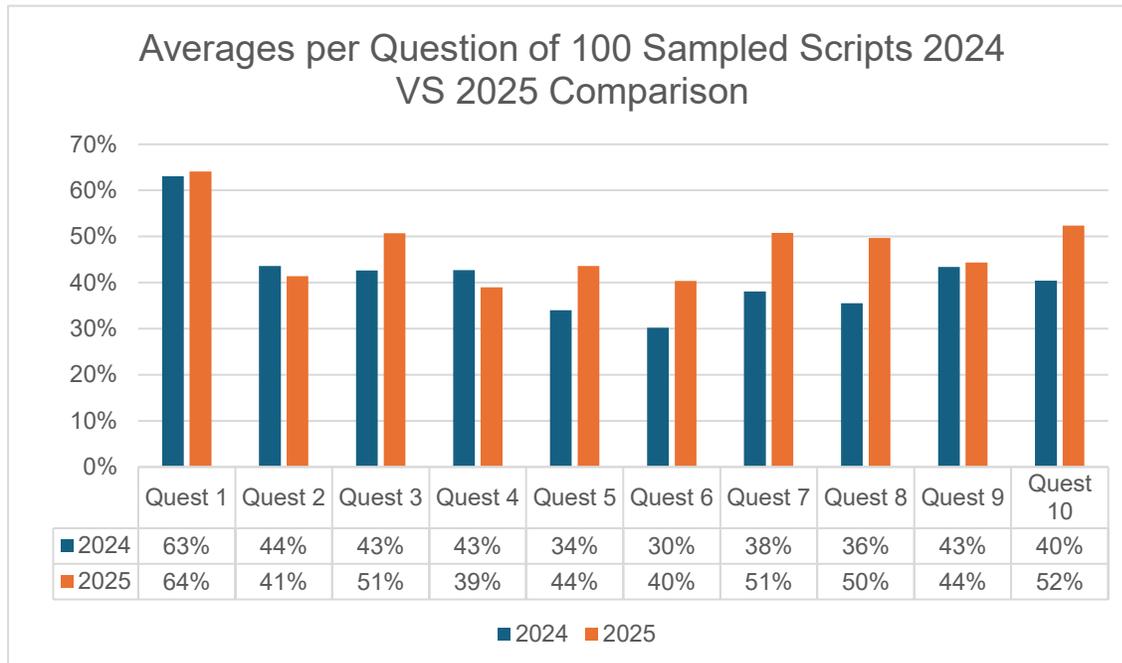
A concern in the candidates' responses is that "sustainable and responsible practices" appeared in both Question 4 and Question 8. This confused many candidates, and they were unable to answer well enough to improve their performance.

The levels reached in the 100 sampled scripts are shown in the graph below. The 2025 100 script sample level analysis shows a wider spread of performance compared to 2024. More candidates performed at the lowest level (L1), and fewer reached the middle levels (L2–L3). However, there was a noticeable improvement at the top end, with increases in Levels 4, 6, and Level 7. This suggests that while some learners struggled more in 2025, a stronger high-performing group also

emerged.

Level Analysis of 100 Sampled Scripts 2024 VS 2025

Level	2024	2025
L1	13	24
L2	23	10
L3	27	8
L4	24	30
L5	10	6
L6	3	15
L7	0	7

The averages per question achieved in the 100 sampled scripts are reflected in the following graph shows a clear overall improvement compared to 2024, with higher averages in most questions except Question 4, which dropped slightly. Noteworthy growth appears in Questions 3, 7 and 10, where increases of 7–12% suggest stronger understanding of more challenging content areas. Smaller but consistent improvements across Questions 1, 2, 6, 8 and 9. In contrast, the dip in Question 4 points to interpretation challenges of the questions.

Averages per Question of 100 Sampled Scripts 2024 VS 2025 Comparison

	Quest 1	Quest 2	Quest 3	Quest 4	Quest 5	Quest 6	Quest 7	Quest 8	Quest 9	Quest 10
2024	63%	44%	43%	43%	34%	30%	38%	36%	43%	40%
2025	64%	41%	51%	39%	44%	40%	51%	50%	44%	52%

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?
Of the 100 sampled scripts, candidates scored an average of 64% for Question 1. Most candidates answered this section well. The highest score achieved was 38 out of 40, while the lowest was 10 out of 40.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some candidates struggled with parts of this question because they lacked knowledge, misunderstood the visual clues, and found it difficult to analyse the stimulus material. Common errors and misconceptions included the following: • 1.1.1-1.1.20 some candidates often overwrote their responses and sometimes provided two answers, expecting the marker to choose one. • 1.1.10: Some candidates struggled with the meaning of abbreviations for types of tourists, such as *MESE tourist*. The term MESE tourist is pre knowledge from the Grade 10 content • 1.1.12: The prompter "marine environment," could not stimulate the learners to associate it with water and therefore did not choose the correct answer of beaches and marinas. • 1.1.14: Some candidates were unable to link the picture of WESSA to the correct pillar of the triple bottom line. • 1.1.17: Some candidates struggled to analyse the picture showing a QR code on a guest survey and could not identify its intended purpose from the options given. • 1.4: Some candidates found it hard to match the factors that make a tourist attraction successful. Many matched the examples to the wrong factors. • 1.5: Candidates did not study the infographic carefully on aspects of tour planning with the given descriptions. Most candidates struggled to interpret the information and therefore could not correctly link the given descriptions to the relevant aspects of tour planning, especially in 1.5.1 and 1.5.4.
(c) Provide suggestions for improvement in relation to teaching and learning
• Subject teachers should guide learners on how to approach multiple-choice questions by practising strategies such as eliminating incorrect options rather than guessing. The responses show that many learners relied on guessing instead of applying content knowledge. Teachers should also reinforce key concepts from the Grade 10 and Grade 11 content, as these topics form the foundation for questions assessed in Grade 12. • Subject teachers to reinforce the importance of following instructions by regularly reminding learners that multiple-choice questions require one letter only. Include short, focused exercises where learners practise selecting a single option and understand the consequences of providing more than one. • Subject teachers should teach and model correct numbering and allocate time to teach the correct numbering format for Questions 1.1.1–1.1.20. They must provide examples on the board and let learners practise rewriting answers using the correct structure until it becomes a habit. Learners must work through sample multiple-choice items from past exam question papers. Common mistakes such as double answers, skipped numbers, or answering in the wrong format, must be highlighted and corrected immediately as practice.

• Subject teachers must teach learners methods such as eliminating incorrect options, identifying keywords, and using prior knowledge instead of guessing. This strengthens both accuracy and confidence.

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

Learners are not consistently following the instructions for Question 1. Many provide two answers for items 1.1.1 to 1.1.20 instead of selecting only one option (e.g., writing A/D for 1.1.1). In addition, some learners are not adhering to the required numbering system for Questions 1.1.1–1.1.20, which affects the accuracy of their responses.

QUESTION 2

(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, candidates achieved an average of 41%, indicating that the question was generally poorly answered.

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

2.1.1
Many candidates misinterpreted the question and provided the *time difference in hours* instead of calculating the *number of time zones*. This misinterpretation led to a high number of incorrect responses.
2.1.2
Most candidates were unable to explain the term *long-haul flight*. A low average of 8% from the sample scripts indicates that this question was poorly answered and that the concept is not well understood.
2.1.5
A large number of candidates omitted the word "valid" when listing travel documents, resulting in a loss of 2 marks.
2.2.2
Candidates were required to provide symptoms related to the travel condition identified in Question 2.2.1. Many simply scanned the question and overlooked the instruction *not* to use "exhaustion" as a response, which led to repeated loss of marks.
2.3.2
Many candidates assumed that the water was already contaminated and listed general responses instead of correctly identifying waterborne diseases or that contaminated water can cause stomach infections.
2.3.3 (b)
Candidates found this question particularly challenging. Their responses often did not relate to safety precautions when learning a few Spanish phrases while in Mexico City for the World Cup, showing a disconnect between the question focus and their responses.

2.4.1
Some candidates incorrectly wrote *Customs* as a response. This showed a lack of understanding of the first point of entry when returning to South Africa, where a traveller is required to present a passport. This indicates confusion between immigration procedures and customs processes.

2.4.3
Candidates struggled to identify the correct channel used when entering a country. Some responses reflected uncertainty about customs procedures and traveller channels.

(c) Provide suggestions for improvement in relation to teaching and learning
- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Mapwork and Tour Planning. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.   - Subject teachers should revisit and reinforce the relevant concepts from the Grade 10 and Grade 11 content to strengthen learners' foundational understanding.   - Teachers should use visual aids—such as diagrams, videos, or step-by-step illustrations—to show the entry process when travelling, helping learners understand immigration channels and procedures more clearly.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject development etc.
2.1.1 Learners were asked to determine the *number of time zones crossed* when flying from Johannesburg to Mexico City, but many answered 8 hours instead of 8 time zones, showing confusion between time difference and time zones. Subject teachers should guide learners to read questions carefully and respond exactly to what is being asked, especially when distinguishing between *time differences* and *number of time zones*. 2.1.2 When explaining a long-haul flight, many learners only referred to long distances. They did not mention that a long-haul flight is one that takes 6 hours or more, which is an important part of the definition. When teaching time zones, Subject teachers should revisit and reinforce the relevant concepts from the Grade 10 and Grade 11 content to strengthen learners' foundational understanding. 2.1.5 The same mistake appears every year: learners do not write "valid passport" or "valid visa." They also incorrectly list a health certificate as a response, which is *not* an entry document for international travel. Subject teachers must emphasise that travel documents expire and must always be valid. Reinforcing the importance of the term *valid* will help learners answer correctly and understand real-life travel requirements. A passport or visa that is expired, damaged, or not up to date is not acceptable for travel. 2.2.1 Learners had to name other symptoms of jet lag, but many repeated answers related to exhaustion (e.g., "extremely tired" and "fatigue"), even though the question already stated that Thabo was exhausted. 2.4.1 For the first point of entry in South Africa, many learners incorrectly answered *Customs* and *Home Affairs*. The correct responses were Immigration, Immigration Control, Immigration Check point or Passport Control, where travellers present their passports. Subject teachers should use visual aids— such as diagrams, videos, or step-by-step illustrations—to show the entry process when travelling, helping learners understand immigration channels and procedures more clearly. 2.4.2 When defining duty-free, most learners said it refers to goods you can bring into the country, some

goods that do not need to be declared. They did not mention the key idea that duty-free goods are tax-exempt when purchased.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates achieved an average of 43% on Question 3 from the 100-script sample. This is a fair result, even though many candidates were still able to get full marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates struggled with several concepts in this question, which led to common errors.

3.1
Most candidates were unable to differentiate between a currency code (e.g., GBP) and a currency symbol (e.g., £). Many used these interchangeably.

3.2.2
Most candidates could not clearly explain the bank buying rate (BBR). Their responses did not show an understanding of what a bank does with foreign currency. This misunderstanding also indicated that they would struggle with the calculations in Questions 3.3 and 3.4, which required choosing the correct exchange rate.

3.3 and 3.4
Most candidates struggled with converting foreign currency to local currency (3.3) and local currency to foreign currency (3.4). Many selected the wrong exchange rate, did not round off to two decimal places, and used incorrect currency symbols or codes.

3.5
Most candidates struggled to explain ONE valid reason why a tourist should compare the exchange rates offered by different forex kiosks at the airport before exchanging money. Their responses often lacked detail and did not show an understanding that different kiosks offer different rates, which can affect how much money the tourist receives.

(c) Provide suggestions for improvement in relation to teaching and learning

- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching foreign exchange. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.
- Learners must be given more informal assessments with discussion questions, and the importance of responding according to the action verbs used in the question.
- Subject teachers should help learners understand how to read a foreign exchange rate sheet, including the currency name, code, and symbol. Creating a short glossary of key foreign exchange terms will also help learners remember important concepts as early as Grade 11.
- When explaining foreign exchange terminology, for example fluctuation, learners should be taught to give a full explanation that shows they understand it refers to the rise and fall of exchange rates and how the value of one currency changes compared to another.

- Subject teachers should explain that different forex kiosks offer different rates, and choosing the best rate helps a tourist get more money in the currency they need.
- Learners should be provided with real or simulated sample exchange rate sheets and must be asked to compare kiosks exchange rates. This will help learners to see how small differences in rates change the final amount received.
- Subject teachers must reinforce vocabulary by teaching terms like exchange rate, bank buying rate, bank selling rate, so learners can express themselves clearly and concisely in exam question papers.
- Infuse class discussions to further enrich the lesson for example by asking learners: "Why would *you* compare prices before buying something?" Then link this idea to comparing exchange rates — it strengthens understanding.

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

3.3

Learners did not follow the instruction on page 2, point (4), which says answers must be rounded to TWO decimal places. Some learners should not receive the full 3 marks for questions 3.3 because their answers were written with more than two decimal places example some responded with GBP 851.063829.

3.2 and 3.5

Some learner responses showed several recurring challenges, including misunderstandings of key concepts and limited ability to apply knowledge in practical tourism scenarios. These patterns highlight areas where targeted teaching strategies and additional practice would be beneficial.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates achieved an average of 39% on Question 4. While this shows moderate improvement compared to previous years, some learners still experienced difficulty with specific items.

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

Learners struggled with several concepts in this question, leading to common errors and misinterpretation:
4.1.2
Some candidates misinterpreted the concept of similarity. Instead of stating what the two mountains have in common, they provided answers that highlighted differences and individual features**.**
4.1.4 (a)
Most candidates did not answer this question well. When asked to give reasons why the identified icon is unique**,** many learners listed features that are common to other icons, showing they did not understand what makes an icon distinctive. Most candidates struggled with the content, and many used words like "largest" or "biggest" instead of the correct terms "highest" or "tallest" for Mount Everest.

4.1.4 (b) and (c)

Candidates were confused by (b) and (c) and often swapped their answers because they misunderstood the words "sustainable and responsible management practices" implementation and its importance.
4.2.2
Candidates were unable to explain why the name of the train (Maya) is closely associated with Chichen Itza. Responses often lacked factual knowledge about the cultural and historical link between the Maya civilisation and this tourist attraction.

4.2.4
Even though most candidates were able to get 2 out of 4 marks for this question, most could not explain how the Maya Train could contribute to the success of Chichen Itza.

(c) Provide suggestions for improvement in relation to teaching and learning

- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Tourist attraction. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.
- Subject teachers should help learners understand the difference between similarities and unique features by using clear examples. For example, both mountains share similarities in their natural beauty and tourist appeal, while each mountain also has characteristics that make it unique. By teaching these concepts side by side, learners will be better able to identify what features are shared and what features set an icon apart.

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

Responses showed that many candidates struggled to interpret visual and written stimulus material accurately. In many instances, candidates gave vague or unrelated responses, which suggests that they need more practice in application questions. Many candidates gave general answers such as "Chichen Itza's infrastructure will improve" or "jobs will be created," which did not answer the question. These patterns highlight the importance of strengthening reading-for-meaning skills, improving content vocabulary, and giving learners daily opportunities to analyse icons, maps, and texts used in tourism assessments. The informal assessment given must be structured and extracted from past exam question paper as they address discussion questions.

QUESTION 5

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

Candidates achieved an average of 44% on Question 5. Although this reflects moderate improvement compared to previous years, many learners still struggled with certain items in the question.

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

Learners struggled with key content in this question, which led to several common errors:
5.2
Many candidates were unable to list the provinces where the component sites are located. This shows gaps in their knowledge of the geographical distribution of these heritage sites which is content from Grade 10.
5.3
While some learners correctly identified Robben Island as the World Heritage Site associated with Mr Nelson Mandela, others incorrectly listed a component site instead. This misunderstanding

caused them to lose 2 marks, as they did not distinguish between a main World Heritage Site and its component parts.

5.4
The question required candidates to discuss the reasons why UNESCO declared the Nelson Mandela Legacy Sites as a World Heritage Site. However, many candidates focused on describing the life story of Nelson Mandela instead of explaining the specific criteria and reasons linked to the UNESCO declaration. As a result, their responses did not adequately address the question.

(c) Provide suggestions for improvement in relation to teaching and learning

- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Culture and Heritage. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.
- Subject teachers should strengthen learners' knowledge of provinces and heritage site locations and should revise the provinces linked to the World Heritages sites and use maps, diagrams, and short quizzes to help learners remember where each site is located.
- Subject teachers should clarify the difference between a World Heritage Site and its component sites during teaching. Often learners confuse these terms. Teachers can use comparison charts or examples (e.g., Robben Island vs. other Mandela-related component sites) to show the distinction clearly.
- Learners must be taught frequently on how to answer the question asked
  For responses like 5.4, learners must be guided to focus on why UNESCO declared the site, not on Nelson Mandela's biography. Teachers can model how to break down a question, identify key words, and link answers to UNESCO criteria.
- Reinforcement of correct identification of the World Heritage Site is important.
  Learners must be taught that the World Heritage Site associated with Nelson Mandela in the Western Cape is Robben Island, *not* the Robben Island Museum. Teachers should explain that Robben Island is the officially recognised UNESCO World Heritage Site, while the museum is an institution that manages and interprets the site.

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

5.3
Many learners spelled the name of World Heritage Sites incorrectly, even though they are required to write the full names with accurate spelling. This indicates the need for more practice in learning, revising, and confidently recalling the correct spelling of World Heritage Sites, as marks are often lost for incorrect or incomplete names.

5.4 Many learners do not read the question carefully or unpack what it is really asking. When given a scenario, they immediately assume the answers must come directly from it. Analysing and unpacking the requirements of a question is a skill that needs to be taught directly in the classroom.

QUESTION 6

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

Candidates achieved an average of 40% for Question 6. Strong candidates performed particularly well, with some scoring 8 out of 8, and overall performance improved compared to previous years, as this question has traditionally been challenging. However, weaker candidates continued to struggle, with the lowest score recorded at 2 out of 8.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners struggled with key concepts in this question, leading to several recurring misunderstandings: 6.1 Many candidates confused the roles of TOMSA and TBCSA**.** They incorrectly stated that TOMSA *administers* the tourism levy, when TOMSA's role is to collect the levy from tourism businesses, while TBCSA administers and manages the funding. This confusion affected the accuracy of their responses. 6.2 When asked to explain the concept "destination of choice," most learners were unable to give a clear definition. They did not recognise that a destination of choice refers to a preferred destination selected over other options because it offers specific attractions, value, or experiences. Instead, many gave vague or unrelated explanations.
(c) Provide suggestions for improvement in relation to teaching and learning
- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Marketing. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.   - Subject teachers must unpack concepts clearly during lessons. Teachers should not assume that learners understand key terms. Concepts must be explained step-by-step, using examples to make the meaning clear.   - Subject teachers must clarify the roles of SA Tourism, TOMSA, TBCSA, and TGCSA Learners need repeated exposure to the different roles of these organisations. Teachers can use comparison tables, flow charts, or short summaries to help learners understand: SA Tourism – promotes South Africa as a tourist destination TOMSA – collects the tourism levy TBCSA – administers and manages the funds collected through TOMSA TGCSA – manages the star-grading system   - Using real life examples and scenarios is important so learners can develop the skill of applying these concepts to real tourism situations will help learners understand how these organisations function and interact within the industry.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject development etc.
6.3.1 and 6.3.2 Many candidates were unable to outline the process or steps involved in the funding of South African Tourism to market South Africa as a destination of choice. Their responses showed confusion between the roles of TBCSA and TGCSA**,** indicating that learners are not fully confident in distinguishing the functions of these key tourism bodies. This highlights the need for more focused teaching. Some learners still used the wrong terms for SA Tourism, writing "SAT" or "Tourism South Africa" in their answers.

QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Candidates achieved an average of 51% on Question 7. While this shows moderate improvement compared to previous years, many learners still struggled with specific items in this question.

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

Learners experienced several challenges in Question 7, resulting in common errors and misinterpretations:

7.1.2

Most candidates struggled to explain the meaning of "dress to impress." Many responded with incorrect interpretations such as "wearing revealing clothes to attract customers or managers." These answers show a language barrier and a misunderstanding of the concept, which actually refers to dressing professionally and appropriately to create a positive impression in the workplace.

7.2.1

Even though the term "core" was explained in brackets as meaning "most important," many candidates still chose examples from the scenario related to conditions of employment instead of identifying the core duties required for the position.

7.2.2

Learners often repeated the same idea or provided vague responses. Their answers showed limited understanding of what constitutes a professional image. This suggests that learners need more explicit teaching and reinforced examples within this topic, as it is broad and requires clarity.

(c) Provide suggestions for improvement in relation to teaching and learning

- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Tourism Sectors. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.
- Subject teachers should strengthen understanding of workplace terminology and should spend more time explaining common workplace phrases such as *"dress to impress"*, using simple language, visuals, and examples of appropriate professional dress. Role-play or picture comparisons can help learners see what the concept truly means.
- Subject teachers should teach learners how to interpret questions and must be taught to pay close attention to terms like *"core"* (most important). Teachers can practice this by highlighting key words in questions and asking learners to restate what those words mean before answering.
- Subject teachers must build deeper understanding of professional image since many learners gave vague or repetitive answers; teachers should explore the topic of professional image in more detail. The topic must be broken down into smaller components such as grooming, communication, behaviour, and attitude. Provide examples from the hospitality industry to make the content meaningful.
- Field trips and job shadowing to various Tourism establishments to observe how they operate and infuse professional image to real life situations are highly recommended.
- Strengthening of informal tasks in class by using scenario-based questions extracted from past exam question papers.
- Subject teachers should especially reinforce writing of clear, specific responses and encourage learners to avoid repeating the same point.

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

7.1.3 and 7.2.2

Some learners struggled with expressing themselves clearly, which affected the quality of their responses. This suggests that language support is still needed when teaching professionalism-

related concepts. Many responses showed that learners rely heavily on the scenario instead of applying their broader knowledge of workplace behaviour. Strengthening reading comprehension, vocabulary development, and exposure to real workplace examples would help improve understanding and answer quality in future assessments.

QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates achieved an average of 50% on Question 8. While this shows decent improvement compared to previous years, many learners still struggled with specific items in this question
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Although Question 8 was generally well answered, some candidates experienced difficulty with specific items: 8.1.2 Some candidates explained their answers as if tourists themselves are responsible for recycling while travelling, instead of focusing on advantages of disposing litter into the bins provided. 8.1.3 Candidates struggled with the question. While they understood the general topic, many provided incorrect examples such as Jojo tanks and buckets, which were not suitable for refillable, environmentally friendly alternatives to carry water. This shows that learners were not interpreting the alternatives correctly or linking them to the given context which was "instead of single use plastic water bottles" suitable for hiking. 8.2.2 Even though many candidates scored full marks for this question, some mixed up alien invasive plants with indigenous plants and confused their effects on the environment. General misinterpretation in Question 8: Some candidates showed confusion between the concepts "sustainable" and "responsible." Their responses lacked clarity and often mixed the two terms, indicating that these concepts need to be taught more explicitly and reinforced with examples. Overall, while most learners scored between 10 and 12 marks, the errors above highlight areas where deeper conceptual understanding is still needed.
(c) Provide suggestions for improvement in relation to teaching and learning
- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Sustainable and Responsible Tourism. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.   - Subject teachers should give learners more opportunities to practice different scenarios on sustainable and responsible tourism. Teachers can use worksheets, past exam question papers, and visual examples to help learners understand how to link concepts accurately to the correct alternatives.   - Subject teachers should clarify key concepts such as *sustainable* and *responsible* terminology separately, using simple definitions and real tourism examples to help learners understand and use the concepts correctly.

- Teachers should highlight that recycling, waste management, and environmental practices are mainly the responsibility of tourism establishments, not tourists themselves. Scenarios can be used to show how businesses implement these practices.
- Subject teachers should provide relevant and appropriate examples and guide learners on how to choose examples that fit the context of the question. Teachers can model appropriate examples and explain why others (e.g., Jojo tanks and buckets) do not apply.
- Subject teachers should develop stronger contextual reading skills as learners often misinterpret questions because they do not read the scenario closely. Teachers can strengthen comprehension by practising reading-for-meaning activities linked to tourism case studies.
- 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.)
- Subject teachers are encouraged to use of past exam question papers for informal tasks as regular exposure to previous papers will help learners become more confident with question types, terminology, and the level of detail required.

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

8.1.2 and 8.1.3
Some learners struggled to select examples that were appropriate to the context of the question, which shows that they may not fully understand how to apply theoretical concepts to real tourism situations. In addition, several responses revealed confusion around environmental terminology, suggesting that learners need more support with vocabulary development. This indicates the need to strengthen learners' ability to read carefully, interpret questions correctly, and apply content knowledge rather than guessing.

QUESTION 9

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

Candidates achieved an average of 44% on Question 9. Many candidates struggled with specific items in this question however many candidates performed well in 9.1.2 as they could source the answer from the scenario.

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

9.1.3
Most candidates performed poorly on this question. They did not explain the results the event had on the global tourism industry. Instead, most of them focused on the impact on the UK and mentioned things like GDP, the multiplier effect, and job losses.

9.2.1
Some candidates incorrectly quoted figures instead of identifying the source as required in parts (a) and (b). This shows that learners did not read the instruction carefully or did not understand what "identify the source" means in the context of data interpretation.

9.2.2
This sub-question was poorly answered, with an average of 7% from the sampled scripts. Candidates showed limited understanding of the Grade 11 concept of geographical spread.

Instead of referring to the *lesser-visited province*, they wrote about South Africa as a whole, indicating that they could not apply the concept correctly to the scenario.

9.2.3
This question was poorly answered, with an average of 18%. Many candidates confused African land markets with farming land and assumed the question referred to agricultural land, mining areas, diamonds, or minerals. Some even mentioned sightseeing. Their responses showed that learners misunderstood the term entirely and could not link it to tourism-related markets.

(c) Provide suggestions for improvement in relation to teaching and learning

- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Domestic, Regional and International Tourism. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.
- Subject teachers are encouraged to teach learners to read instructions carefully. Learners must be trained to identify exactly what a question is asking—such as *naming the source* rather than quoting figures. Teachers can model this by unpacking sample questions and highlighting key action words.
- Subject teachers should reinforce Grade 11 concepts, especially *geographical spread* and revise concepts regularly using graphs and case studies. Learners need to understand that geographical spread refers to the distribution of tourism across different provinces, especially *lesser-visited* regions, not the country as a whole.
- Subject teachers to clarify unfamiliar terminology such as "African land markets" and explain tourism-related terms clearly and provide examples. Learners must be taught to understand that African land markets relate to tourism markets within the African continent, not farming land, mining land, or natural resources.

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

9.1.1
Many confused continents with countries and cities, and some relied on guesswork rather than using information from the extract or scenario.
9.2.1-9.2.3
Most candidates showed difficulty interpreting data and applying geographical concepts correctly. In addition, learners often misunderstood tourism terminology such as *geographical spread* and *African land markets*, which suggests gaps in prior knowledge from earlier grades. These patterns highlight the need to strengthen terminology teaching, improve reading-for-meaning skills, and provide more practice with interpreting graphs, maps, and information sources.

QUESTION 10

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

Question 10 was well answered with an average of 52% as compared to previous year many learners have managed to get full marks.

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

10.2.1
Candidates were asked to state TWO methods, other than real-time feedback and handwritten surveys, that a business can use to collect customer feedback. However, many candidates responded by listing cell phones, computers instead of identifying methods such as online

surveys, email feedback, telephone calls, face to face interviews, or feedback apps. This shows that learners did not understand the difference between a method and a device, leading to incorrect responses.

(c) Provide suggestions for improvement in relation to teaching and learning

- Subject teachers should use the 2023–2025 chief markers' report, the Tourism ATP, and the Exam Guidelines when teaching Communication and Customer Care. These documents explain the content that must be taught and gives guidance on how it will be assessed. The policy document will assist teachers to identify recurring misconceptions and guide their teaching strategies accordingly.
- Subject teachers are encouraged to allocate more time to teaching interpretation and analysis skills due to the fact that this topic consistently requires learners to interpret scenarios and analyse information.
- Subject teachers are encouraged to use of newspaper articles, hello peter and other tourism related industries customer care issues.
- Regular administration of informal tasks using short tests, role playing, and working through previous examination question papers
- The use of real-life examples of customer feedback will benefit learners in learning how businesses collect feedback in the hospitality and tourism industry.
- Subject teachers are encouraged to use practical examples like Google Reviews, TripAdvisor, WhatsApp feedback messages, or QR code surveys to make the concepts more relatable in enriching their lessons.

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

10.2.1
Some learners struggled to distinguish between tools and methods when responding to customer feedback questions. Many responses also showed that learners did not read the question carefully, resulting in answers that were unrelated or incomplete. This highlights the need to strengthen learners' comprehension skills and ensure they are familiar with common hospitality and tourism practices. Teachers are encouraged to incorporate more real-life examples and practical activities to help learners apply theoretical concepts with confidence.