



CHIEF MARKER'S REPORT

SUBJECT:	TRAVEL AND TOURISM
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GRADE:	ABET LEVEL 4	PAPER:	1
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1. **ANALYSIS OF QUESTION BY QUESTION PERFORMANCE** **QUESTION 1**

The question was fair and up to the level of an ABET level 4 adult learner. All questions were relevant with the specific outcomes and assessment criteria in the unit standard. There were questions which were structured in a low order to accommodate the learners underperformed. The marking memorandum was accommodative for learners from rural and urban areas because of having Q 1.1 A and B as the acceptable answers. They performed excellently because out of the sample of 100 candidates, the average mark was 4 out of 5.

QUESTION 2

- The question was fair because 80% of candidates performed above average.
- ♦ Question 2.2 was a bit of a problem because some candidates did not know what **a kiosk** is.
- ♦ Those who did not performed lack the knowledge not given at centre level.

QUESTION 3

- The question was challenging for some candidates because 50% of them underperformed.
- ♦ The reason that I see is because the in Q3.2 the answer to the “medium that can be used as an advertising tool” should have been should have been newspaper instead of the word “newspaper article”
- ♦ The word culture reflected twice in column B and candidates got confused in choosing the correct answer. In 3.5 most candidates chose J in column B instead of F.
- ♦ Instead of just writing “eye contact” the question paper should have reflected “making or using eye contact” because it should have been easier for the candidates to match the phrase with the description.

- Question 4 was fairly good.80% of the candidates mastered the skill of reading and interpreting maps.
- ♦ The question was not challenging for the candidates all the answers were straight forward and easy to find on the map given.
- ♦ The Afrikaans learners were disadvantaged in Q.4.4 because the word” stad” which means “city” was used in the question paper instead of “dorp” which means town The marking memorandum was accommodating “town” only and not stad.

QUESTION 5

- ♦ The question was up to the level of an ABET level 4 learner and it covers the unit standard and SO’s and AC”s
- ♦ In question 5.1 candidates made unnecessary mistakes because a full two marks were lost if one word in the acronym was wrong.
- ♦ In Q5.2.1, 5.2.2and 5.3.3 candidates underperformed because they were not familiar with the distance table. .Most of them made unnecessary calculations instead of reading the answers from the table.
- ♦ In Q.5.2.4, the question could have been phrased “how long did their holiday last” instead of “How many days.....” because both 3 weeks and 21 days could have been credited with 2 marks.

QUESTION 6

- Question 6 was up to the level of the Abet level 4 learners. The questions asked are covered in the prescribed unit standard.
- In Q6.1the marking memorandum was restricting learners to reflect on some of the safety measures based on their communities eg “beware of stray animals” for people that stay in rural areas.
- ♦ In Q6.2 candidates underperformed because of the lack of teaching and learning at centre level.
- ♦ In Q6.3 were able to respond to the question. This could indicate that educators are familiar with the content.

QUESTION 7

Q.7 was not challenging for the candidates, most of them obtained full marks. All answers were easily detected in the case study given. Candidates were not required to think beyond the case study The average mark for the 100 sample candidates were 8 out of 10.

QUESTION 8

- Most of the candidates chose Q8 out of the choice questions of 8 and 9 given.
- ♦ Q8.1 attracted the candidates because of the naming of the types of tourists. Many of them were able to answer the question which reflected that teaching and learning is happening in this context.



- ◆ Q.8.2 was poorly answered. 20% of the candidates did not master the content. Instead of using “interaction between”, simpler words like”, “link between ‘or “relation between” could have been used.
- ◆ The mark allocation for this question was not fair. Six marks should have been allocated instead of four because the question reflected three sectors. The question could have read” explain the interaction between any two sectors. Instead of the three sectors
- ◆ Q.8.3 was very straight forward but some candidates explained the sectors instead of giving examples of it.
- ◆ Q.8.4 was very difficult for some of the candidates. Many of them did not bother to attempt this question. The reason may be a lack of teaching and learning at centre level.
- ◆ The revised memorandum to name **and discuss** the benefits whereas in the question paper candidates were only expected to **discuss** the benefits.

QUESTION 9

- ◆ Question 9 1 was very straight forward but candidates were confused because of the word “Explain” instead of using the word, “Name” Candidates gave unnecessary explanations of the type of tourists and accommodation because the question required it from them.
- ◆ Q.9.2., 9.3, 9.4 and 9.5 did not cater for all the alternative responses that were given by the candidates. Candidates were associating the question directly to tourism promotion whereas the marking memo were describing the media and how it works and not linking it to tourism.

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

- ◆ Educators must get hold of old questions papers and memorandums to familiarise themselves with the way questions are asked.
- ◆ Regular cluster meetings must be promoted in districts.
- ◆ Educators must do research if they are not familiar with the content.
- ◆ Educators must following the unit standards and assessment guidelines to enable them to be in line with the requirements of the curriculum.

8. ANY OTHER COMMENTS

- ◆ We have seen that the learning area Travel and Tourism has grown massively and it shows that is of interest in our communities.
- ◆ We are pleased with the way in which the administration was handled. All necessary documents were issued to us on the first day.
- ◆ Markers need to be informed long before the marking process for them to be able to prepare a marking memorandum so that we can use it for the training.