



## basic education

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**TO: MECs FOR EDUCATION  
HEADS OF PROVINCIAL EDUCATION DEPARTMENTS  
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
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SCHOOL GOVERNING BODY ASSOCIATIONS  
NATIONAL TEACHER ORGANISATIONS  
SOUTH AFRICAN PRINCIPALS' ASSOCIATION**

### **CIRCULAR S9 OF 2014**

#### **RE- ADJUSTMENT OF GRADE 12 TOURISM, CONSUMER STUDIES AND HOSPITALITY STUDIES TEACHING PLANS**

1. The Grade 12 teaching plans, as paced in the CAPS for Tourism, Consumer Studies and Hospitality Studies, indicate content to be taught in Term 4 for about 2 – 4 weeks.
2. Historically the fourth term is a very short term for active teaching and learning, due in part to the Grade 12 NSC examinations that start early in term four, and also the study week that Grade 12 learners are allowed in term 4.
3. According to the official 2014 school calendar, the fourth term commences on Monday 13 October 2014. The final National Senior Certificate (NSC) examinations commence a week later, on Monday, 20 October 2014.

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4. Further, the date (20 October 2014) coincides with the start of the 2014 official study leave period for grade 12 learners. Therefore, at most, a teacher will have one week of active teaching and learning time in Term four before the start of the first official NSC examination paper.
5. As a direct result of the nature of the fourth term, and the contextual issues outlined above, Grade 12 teachers may not have the opportunity to fully mediate the content outlined in the annual teaching plan to learners as paced in the CAPS. Furthermore this may lead to teachers not covering the curriculum completely and learners being assessed in the final NSC examination without completing the intended curriculum.
6. The current annual teaching plans for the Services subjects should be replaced with the adjusted teaching plans (**Annexures A: Consumer Studies; B: Hospitality Studies and C: Tourism**).
7. The adjustment of the teaching plans adjustment does not affect the School-Based Assessment (SBA) as there is no SBA task scheduled in the fourth term.
8. This circular serves to inform schools and provinces about the re-adjustment of Grade 12 Tourism, Consumer Studies and Hospitality Studies.
9. Provincial Departments of Education are requested to bring **Circular S9 of 2014** regarding the re- adjustment of Grade 12 Tourism, Consumer Studies and Hospitality Studies teaching plans to the attention of all schools under their jurisdiction.

  
**MR SG PADAYACHEE**  
**ACTING DIRECTOR-GENERAL**  
DATE: 2014/06/18



## Tourism Adjusted Teaching Plan

### Grade 12 Term 2 (Tourism CAPS pg 33 – 34)

<p><b>Four hours per week, including:</b></p> <ul style="list-style-type: none"> <li>• Informal assessment such as written work, marking of homework, class tests</li> <li>• formal assessment; and</li> <li>• work on the PAT</li> </ul>		<p><b>Formal assessment Term 2</b>          Test 25%          Midyear examination 75%  <b>PAT term 2</b>          Hand in phase 1</p>
1	<p><b>Tourist attractions</b></p>	<p><b>Famous world icons and attractions: (*World heritage Sites)</b></p> <ul style="list-style-type: none"> <li>• The difference between a tourist attraction and an icon</li> <li>• Reasons why specific tourism attractions and/or physical features are regarded as icons. The economic significance of icons for a country/area</li> <li>• Profile and statistics of tourists visiting these icons</li> </ul> <p><b>Study the icons listed below under the following headings:</b> location on a world map (country, city/ town/area), reason/s why is it an icon, brief description of the icon, picture of the icon</p> <ul style="list-style-type: none"> <li>• Australia: Sydney Opera House*, Ayers Rock / Uluru-Kata Tjuta National Park*</li> <li>• Brazil: The Statue of Christ the Redeemer or Corcovado (Rio de Janeiro)</li> <li>• Canada: Niagara Falls</li> <li>• Italy: *Colosseum (Rome), Leaning Tower of Pisa (Piazza del uomo)*, Venice*, Vatican City</li> <li>• Egypt: *The great pyramids of Giza, the Sphinx</li> <li>• Germany: Berlin Wall, Black Forest</li> <li>• China: The Great Wall of China*</li> <li>• Israel: The Dome of the Rock, the Wailing Wall</li> <li>• United States of America: The Statue of Liberty* (New York), the Grand Canyon* (Arizona)</li> </ul>
2	<p><b>Tourist attractions</b></p>	<ul style="list-style-type: none"> <li>• Greece: The Parthenon (Athens)</li> <li>• India: The Taj Mahal* (Agra)</li> <li>• Turkey: Blue Mosque (Istanbul)</li> <li>• France: The Eiffel Tower, the French Riviera</li> <li>• Japan: Mount Fuji</li> <li>• Mexico: Chichen Itza (Yucatan)*</li> <li>• Jordan: Petra*</li> <li>• Nepal: Mount Everest</li> <li>• Saudi Arabia: Mecca</li> <li>• Switzerland: The Swiss Alps (Jungfrau-Aletsch)*</li> <li>• Netherlands: Windmills</li> <li>• Peru: Machu Picchu* (Cuzco)</li> <li>• Poland: Auschwitz*</li> <li>• Portugal: The Algarve</li> <li>• Spain: Alcázar of Segovia, bullfights</li> <li>• Thailand: Floating markets</li> <li>• Russia: The Kremlin*, the Red Square* (Moscow)</li> <li>• United Kingdom: *Big Ben (Palace of Westminster)*, Buckingham Palace, Tower of London*, Tower Bridge</li> </ul>
3	<p><b>Tourist attractions</b></p>	<p><b>Factors contributing to the success of a tourist attraction:</b></p> <ul style="list-style-type: none"> <li>• Excellent marketing of tourism products locally and/or internationally, sustainable and responsible management plans, efficiency and ethical behaviour of staff and management, positive experience of visitors, safety and crime prevention, general appearance and upkeep of the attraction, considering the needs of people with disabilities, universal access</li> </ul>

		<ul style="list-style-type: none"> <li>• Characteristics of a successful tourist attraction: actual number of visitors exceeds the target number of visitors, repeat visits; income generated exceeds target figures; positive impact on local community and environment</li> </ul>
4	<b>Foreign exchange</b>	<p><b>Foreign exchange</b></p> <ul style="list-style-type: none"> <li>• The term "gross domestic product" (GDP) and its benefits to the South African economy</li> <li>• The multiplier effect and link to the GDP</li> <li>• The concept "strong" and "weak" rand</li> <li>• The relative strength and relative weakness of a currency at specific times</li> <li>• Interpret a currency rate sheet</li> <li>• Convert the major currencies to South African rand and convert South African Rand into selected currencies to understand the buying power of different currencies. <i>(Use only exchange rates expressed as 1 unit of foreign currency = value in rand, i.e. 1USD = R 7. 50. Calculators may be used for calculations – rounded off to two decimals, e.g. R34, 56)</i></li> </ul>
5	<b>Foreign exchange</b>	<p>Differentiate between bank selling rate (BSR) and bank buying rate (BBR)</p> <ul style="list-style-type: none"> <li>• The effect of exchange rates on international tourism, affecting both inbound and outbound tourists, and how these influence travel patterns of South Africans travelling to developing countries as well as to developed countries</li> <li>• Fluctuations in exchange rates</li> </ul>
6	<b>Tourism sectors</b>	<p><b>Professional image in the tourism industry:</b> How the following factors contribute to a professional image in the tourism industry</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
7	<b>Tourism sectors</b>	<p><b>Conditions of employment:</b> Basic conditions of employment in <b>one</b> chosen field of the tourism industry, such as airlines or hotels or national parks</p> <ul style="list-style-type: none"> <li>• The contract of employment describing basic conditions of employment, such as working hours, uniform allowances, travel benefits, leave, core duties, fringe benefits, remuneration and deductions, termination of service, professional accountability and responsibility, service ethics</li> </ul> <p><b>The purpose and value of a code of conduct:</b></p> <ul style="list-style-type: none"> <li>• Purpose: spells out expected conduct of staff in the performance of their duties, and guidance for staff members faced with ethical challenges</li> <li>• Value: creates a co-operative, collaborative atmosphere, promotes integrity in the workplace. <i>Study examples of codes of conduct from a variety of tourism businesses.</i></li> </ul>
8-10		<b>Midyear exams</b>



## Consumer Studies Adjusted Teaching Plan

### Grade 12 Term 3 (Consumer Studies CAPS pg 36)

2½ hours per week including:		Formal assessment term 2
<ul style="list-style-type: none"> <li>informal assessment such as written work, marking homework, class tests, case studies</li> <li>formal assessment: test</li> </ul>		<ul style="list-style-type: none"> <li>Test 25%</li> <li>Mid-year examination 50%</li> </ul>
WEEK	TOPIC	CONTENT
1	Housing and interior	<b>Different housing acquisition options</b> <ul style="list-style-type: none"> <li>Renting, building, buying (full title, sectional title).</li> <li>Advantages and disadvantages of the different options.</li> <li>Financial responsibilities for the three housing options.</li> <li>Contractual responsibilities for the three housing options.</li> </ul>
2	Housing and interior	<b>Financing related to buying a house</b> <ul style="list-style-type: none"> <li>Deposits, bonds, insurance, monthly repayments of bonds, transfer and other hidden costs, banks' requirements for granting bonds.</li> <li>Government subsidised housing, employer support.</li> </ul>
3	Housing and interior	<b>Buying household appliances:</b> washing machine, tumble dryer, dishwasher, fridge, freezer, stove, microwave-oven and vacuum cleaner. <ul style="list-style-type: none"> <li>Factors to consider when shopping for household appliances: needs of the family, budget, easy to operate</li> <li>Choice of household appliances with regard to               <ul style="list-style-type: none"> <li>universal design and other features, functionality of different types, energy (human and nonhuman) and water consumption; and</li> <li>the possible environmental impact.</li> </ul> </li> </ul>
4	Housing and interior The consumer	<ul style="list-style-type: none"> <li>Financial and contractual responsibilities in buying furniture and household appliances.</li> <li>Rights and responsibilities of consumers and sellers.</li> </ul> <b>Municipal services</b> <ul style="list-style-type: none"> <li>The responsibilities of municipalities regarding services and service delivery.</li> <li>Responsibilities of communities regarding the use of municipal services.</li> </ul>
5	The consumer	<b>Sustainable consumption of electricity</b> <ul style="list-style-type: none"> <li>Comparison of the main sources of electricity supply such as fossil fuels and regenerative forms such as water, wind and solar.</li> <li>Responsible use of electricity related to housing and household equipment and appliances.</li> <li>The use of gas in households as a source of energy: advantages, disadvantages and cost.</li> </ul> <b>Sustainable consumption of water</b> <ul style="list-style-type: none"> <li>Water (explain the issue in general, but then focus on households): pollution of water, shortage of water, shortage of fresh, clean water.</li> <li>Responsible use of water related to housing and household equipment and appliances.</li> </ul>



6	The consumer	<p><b>Financial and contractual aspects consumers should take note of</b></p> <ul style="list-style-type: none"> <li>• A contract.</li> <li>• Types of contracts relevant to consumers.</li> <li>• A cooling-off period.</li> <li>• Exemption clauses (legal/illegal).</li> <li>• Unfair business practice.</li> <li>• A warranty and a guarantee.</li> <li>• Grey goods/parallel imports</li> <li>• Scams: types of scams consumers should be aware of.</li> <li>• Stokvels (legal/illegal).</li> <li>• Pyramid schemes (legal/illegal).</li> </ul>
7	The consumer	<p><b>Taxes, interest rates and inflation</b></p> <ul style="list-style-type: none"> <li>• Types of taxes paid by South Africans, such as income tax, VAT, property taxes, taxes on goods and services (such as petrol, liquor, cigarettes, motor licences).</li> <li>• Interest rates: applicable to different types of credit.</li> <li>• Simple and compound interest (what is the difference, no calculations).</li> <li>• Inflation: definition, inflation rate, the CPI in South Africa.</li> <li>• Include any legal changes/new developments that might occur.</li> </ul>
8 - 11		<p><b>Trial examinations</b></p>





## Hospitality Studies Adjusted Teaching Plan

### Grade 12 Term 3 (Hospitality CAPS pg 37)

WEEK	TOPIC	CONTENT
1	Food and beverage service	<p><b>Professionalism in the hospitality industry</b></p> <ul style="list-style-type: none"> <li>Professional appearance, attitudes, ethics and values in the preparation and service of food and beverages: alertness, cooperativeness, honesty, integrity, etc.</li> <li>Employer and guest expectations in the food and beverage industry</li> <li>Concepts: Customer care and service excellence</li> <li>Reasons why service differs from one organisation to another</li> <li>The impact of the service delivered by an organisation on its business profitability</li> </ul>
2	Sectors and careers	<p><b>The hospitality industry's contribution to the South African economy</b></p> <ul style="list-style-type: none"> <li>Revenue-generating areas within an accommodation establishment (guest and function rooms; food and beverage; bars; laundry)</li> <li>Non-revenue generating areas within an accommodation establishment (front office; marketing; human resources; finances; laundry; maintenance; security)</li> </ul>
3	Sectors and careers	<p><b>Careers in the hospitality industry</b></p> <ul style="list-style-type: none"> <li>Ancillary or support positions in a hospitality establishment (for career opportunities)</li> <li>Roles and responsibilities of each</li> <li>The interrelationship between them: sales and marketing, finance/accounting, security, human resources</li> </ul>
4	Sectors and careers	<p>Opportunities for sustainable self-employment in food and beverage</p> <ul style="list-style-type: none"> <li>Define entrepreneurship</li> <li>Entrepreneurial opportunities in food and beverage, such as baking, home industries, function catering, children's birthday parties, novelty cakes, meals-on-wheels, etc.</li> <li>Developing and evaluating a basic business plan for small-scale entrepreneurial opportunities</li> </ul>
5	Sectors and careers	<p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>Marketing concepts and terminology: 5P marketing mix (product, promotion, price, place/ point of sales, people/ target market)</li> </ul>
6	Sectors and careers	<p>Designing and presenting a basic marketing tool (leaflet, poster, brochure, advertisement) to promote a local hospitality product (such as a meal, function, restaurant, accommodation establishment), which may contribute to the local economy</p>
7	Safety	<p><b>Computer operations in the hospitality industry</b></p> <ul style="list-style-type: none"> <li>The use and benefit of computers in the administration of kitchen and restaurant operations, purchasing, stock control systems, electronic point-of-sales systems (POS), menu planning, menu analysis</li> <li>Rooms division; reservations, guest check-in and check-out</li> <li>Benefits: cost and time saving, better control, etc</li> </ul>
8 -10		<b>Trial examinations</b>