

# EXEMPLIFICATION OF THE STANDARD OF LEARNER EVIDENCE

2014

TOURISM



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**EXEMPLIFICATION  
OF  
THE STANDARDS  
OF  
CANDIDATE EVIDENCE  
  
TOURISM  
  
NCS 2013**





## **FOREWORD**

I am pleased to release this publication on the Exemplification of the Standards of Candidate Evidence for varied responses and extended writing in Grade 12 Tourism which is in direct response to one of the recommendations from 2013 NSC results report; to develop candidates' ability to write in paragraphs.

Providing to candidates exemplars of test questions has proven to be of immense value in making explicit to teachers and candidates the expected standard of the question paper. However, there has not been much emphasis on the provision of exemplars of the candidate responses to specific type of questions. This initiative therefore completes the provision of exemplars in terms of addressing the dual components of the assessment process i.e. the question and the desired candidate response.

There has been much criticism relating to the standard of assessment and the Department of Basic Education has embarked on various initiatives to address this concern. The streamlining of the curriculum and the development of the Curriculum and Assessment Policy Statement (CAPS) has ensured that the assessment requirements are clearly outlined so that they could be uniformly applied by all teachers. Exemplification has been internationally acknowledged as one of the most appropriate mechanisms to demonstrate to teachers and candidates the assessment standards.

This initiative is extremely helpful in that the candidate responses are extracted directly from the candidate scripts presented in the 2013 National Senior Certificate examination. This implies that the candidate responses were presented under examination conditions and therefore sets achievable targets of what candidates can present as an acceptable response in an examination. This publication is also of added value to the candidate in that it not only provides, examples of good candidate performance, but also provides candidate evidence that is scored at the different levels of the seven point scale. In each of these selected pieces, there is a clear motivation explaining the relevant grade that is awarded. Therefore, candidates are able to distinguish an excellent response from that which is mediocre or poor.

This publication will therefore also be of significance to teachers in assisting them in the process of marking candidate evidence and the determination of the appropriate grade. This publication must be utilised in conjunction with the Diagnostic Report, Exemplar and Examination Guidelines. The Diagnostic Report identifies the areas of weakness and this publication is one of the initiatives in the constitution of the subject improvement plan and remedial programme. The Exemplar and Examination Guidelines indicate the structure and lay-out of the final paper.

I am hoping that teachers will consciously incorporate this publication as another key resource in the 2014 subject specific intervention strategies and also provide the Department with constructive feedback on the usefulness of this tool.

I am therefore confident that this initiative together with the range of other interventions will ensure an improvement in candidate performance and thereby ensure that our candidates are better equipped to face the demands of post school education and training and the world of work.

A handwritten signature in black ink, appearing to read 'Motshekga', written in a cursive style.

**MRS AM MOTSHEKGA, MP  
MINISTER OF BASIC EDUCATION  
24 APRIL 2014**

## 1. Introduction

In South Africa, the National Senior Certificate Examination (NSC) is a high-stakes examination which attracts intensive public scrutiny and critical feedback. The NSC benchmarks what is expected of candidates exiting the Further Education and Training (FET) band. Candidates who emerge from the FET band must be able to demonstrate the central tenets of critical thinking and problem solving required by the curriculum. These requisite knowledge and skills must be demonstrated under examination conditions and the evidence must be appropriately assessed. It is only through the provision of exemplars of questions and the candidate responses to these questions that a greater level of confidence can be brought to the assessment process.

An exemplar-based approach is a useful evidence-based strategy to enhance teaching and learning. Recent stakeholder feedback on the challenges experienced with the National Curriculum Statement revealed that some teachers and candidates were grappling with content gaps in different sections across the curriculum. With the exemplification of the responses of candidates, the expectation of the curriculum becomes concrete, measurable and realistic.

This publication of candidate performance contains a range of responses, from very good to poor. All the responses include accompanying and appropriate comments from the review panel. Common errors were identified and included in order to prevent candidates from repeating poor levels of performance in the final NSC examination.

## 2. Purpose of the publication

The purpose of this publication is to:

- (a) provide candidates and teachers with actual examples of Grade 12 candidate responses to specific questions that constitute appropriate and valid responses, mediocre and poor answers;
- (b) assist teachers in the correct rating of candidate performance and to highlight the criteria used to make such judgements;
- (c) be used in conjunction with the marking guideline document, to provide a benchmark for good candidate performance that will serve as a standard, which both candidates and educators can aspire to;
- (d) demonstrate examples of responses covering a range of cognitive skills;
- (e) show the connection between what candidates are expected to know and what they are able to do, and how their work can be assessed and categorised accurately;
- (f) identify and acknowledge outstanding candidate performance in the country and share such good practices amongst FET candidates and teachers.

- (g) serve as a tool to direct and prepare both teachers and candidates in the implementation of the Tourism CAPS.

### 3. Scope and Methodology

This publication focuses on candidate performance at the Grade 12 level in the 2013 National Senior Certificate examination in Tourism. It utilises candidate's actual responses to specific questions relating to paragraph writing; calculations; interpretation of graphs and cartoons; short questions; case studies, map work and source based resources. The nine provinces were requested to provide samples of evidence of candidate performance, focussing on different categories of performance, namely, good, moderate and poor performance.

A team of subject experts reviewed the samples received from provinces. Their responsibility was to confirm the performance level of the selected candidates' responses and also validate the accuracy of the marking. The team of subject experts therefore selected the appropriate sections covering the necessary categories that were considered important. The responses of candidates were typed but no other changes or alterations were effected in respect of language expression, presentation or grammar.

The marks awarded to each piece of candidate evidence are clearly indicated at the end of the candidate response and a set of general comments were included.

### 4. General findings:

#### **Good candidate responses included:**

- (a) Evidence that all concepts and terminology were understood by the candidate.
- (b) Information that was logically sequenced and presented.
- (c) A demonstration of the ability to critically analyse, interpret and evaluate questions
- (d) Answers presented which closely resemble the marking guideline.
- (e) The ability to show insight and originality in developing a point of view both locally and globally from a tourism perspective.
- (f) Expression of the response indicated good language and grammar usage.

#### **Moderate candidate responses included:**

- (a) Reasonable understanding of the question
- (b) Some evidence of analysis, interpretation and evaluation of the questions
- (c) Some evidence of subject terminology and tourism jargon was present
- (d) Vague responses without any justification or reasoning.

**Poor candidate responses included:**

- (a) Little or no understanding of the questions
- (b) Subject content that had little or no relevance to the question.
- (c) Reproducing information from the question to form part of the answer.
- (d) Tourism jargon was used randomly with no relevance to the question.
- (e) Poor expression of responses.

**5. Suggested use of these Exemplars by the Teachers and Candidates**

It is anticipated that the teachers will use these exemplars in the teaching and learning in the classroom to show candidates what constitutes a good paragraph response or why certain candidate responses are deficient. It is also expected that teachers will use these exemplars as a guide in the marking process, providing a benchmark of the grade boundaries. It is anticipated that these exemplars will assist in establishing consistency in the awarding of marks at the schooling level which will translate into building consistency across the province and nationally. They will also provide candidates with examples of good paragraph responses that will guide them in the writing of their own paragraphs. Attached is Annexure C on paragraph writing. It will also provide candidates with good responses to answering short questions and doing calculations in time zones and foreign exchange. The comments provided on each of these responses will be useful in guiding candidates in distinguishing good responses from poor responses. However, caution must be taken to ensure that candidates in future examinations do not reproduce these responses slavishly.

## 6. Presentation of samples of candidate responses

Below is a selection of actual candidate responses to various questions extracted from the Tourism 2013 NSC examination.

### TOURISM: RESPONSES FROM CANDIDATES – NSC 2013

#### SECTION A - SHORT QUESTIONS

[40 MARKS]

#### QUESTION 1

Question 1 consists of a variety of short questions ranging from multiple choice questions, match type questions, selection type questions etc. Question 1 assesses the content across the entire Tourism curriculum.

#### 1.1 MULTIPLE CHOICE QUESTIONS

- 1.1.1 Four options are provided as possible answers to the following to questions. Choose the answer and write only the letter (A–D) Marks: 20  
 1.1.20 next to the question number (1.1.1–1.1.20)

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	Well answered: 1.1.1 ; 1.1.6 ; 1.1.10; 1.1.12; 1.1.14	Candidates did not experience any difficulty with these questions.
Moderate	Moderately answered: 1.1.2; 1.1.4; 1.1.19; 1.1.20	Responses from candidates illustrate gaps in the learning process. Candidates are not reading the questions and distracters carefully therefore leading to incorrect responses.
Poor	Poorly answered: 1.1.3; 1.1.5; 1.1.7; 1.1.8; 1.1.9; 1.1.11; 1.1.13; 1.1.15; 1.1.16; 1.1.17; 1.1.18	Tourism terminology, acronyms and concepts are not taught and must get more attention and be taught in context. Both candidates and teachers must keep abreast with current issues relating to tourism. The prior foundational knowledge in grade 10 and 11 must be built on in grade 12. The CAPS addresses this problem and is specific.

- 1.2 Give ONE word/term/phrase for each of the following descriptions. Marks: 5  
 Write only the word/term/phrase next to the question number (1.2.1–1.2.5)

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
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Good	Well answered: 1.2.5	Candidates did not experience any difficulty with these questions.
Moderate	No candidates answered this question moderately.	Candidates relied on general knowledge to ascertain the answers.
Poor	Poorly answered: 1.2.1 and 1.2.4	<p>This question proved a serious gap in the candidates' knowledge of foreign exchange concepts. Candidates relied on general knowledge to answer this question that is based on foreign exchange instead of relating it to a tourism context.</p> <p>Some candidates left blanks and did not attempt this question. Candidates must be encouraged to at least make an attempt to answer these questions.</p> <p>It was noted that most candidates did not know the currency code for the <i>rand</i>.</p> <p>Pay special attention to CAPS topic 6 in term 2.</p>

- 1.5 Use the clues provided to complete the crossword puzzle below. Do NOT copy the puzzle into the ANSWER BOOK. Write only the question number (1.5.1–1.5.5) and the answer. Marks: 5**

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	Well answered	Candidates did not experience any difficulty with these question.
Moderate	No candidates answered this question moderately. 1.5.1 and 1.5.3	Candidates in 1.5.1 were not able to determine how cholera is contracted. 1.5.3 Acronyms are a problem, evidence of guesswork.

<p>Poor</p>	<p>Poorly answered: 1.2.1 – 1.2.4</p>	<p>Most candidates did not attempt this question and others attempted to respond without completing the puzzle. Others merely guessed. Candidates do not have the skill to complete crossword puzzles.</p> <p>Question 1.5 in the question paper caters for candidates with multiple learning abilities. It is important that teachers expose candidates to a variety of questioning styles/formats for example crossword puzzles, jigsaw puzzles, word searches, cartoons, maps, collages, graphs, tables etc.</p>
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**SECTION B - TOURISM AS AN INTERRELATED SYSTEM**

**[40 MARKS]**

**QUESTION 2**

This question dealt mainly with Tourism as an interrelated system.

**2.1.2 Study the cartoons below and answer the questions that follow.**

**[5 MARKS]**

<p><b>EXPECTED RESPONSE</b></p>	
<p>(a) <b>Poor / negative / bad / substandard quality service</b> is provided to the customer✓</p>	<p>(1)</p>
<p>(b) The service provider/owner is <b>unfriendly and rude</b>, ✓✓ He is <b>shouting</b> at the client to hurry up✓✓</p>	
<p>• <b>Facial expression / body language</b> is unfriendly and tone curt</p>	<p>(4)</p>

<p><b>TYPE OF RESPONSE</b></p>	<p><b>ACTUAL RESPONSES FROM CANDIDATES</b></p>	<p><b>COMMENTS</b></p>
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Good	<p>(a) The quality of service in picture A is poor✓, because he is impatient, unsympathetic and unfriendly and these are not characteristics of good service.</p> <p>(b) The service is poor because the person delivering the service is impatient and this creates the impression that the client is not important.✓✓ The person delivering the service is also unfriendly and rude✓✓ and it will result in the client not returning to the business.</p> <p>Mark: 5/5                      Level: 7</p>	<p>(a) Excellent grasp of pictorial illustration although additional information provided not necessary.</p> <p>(b) The candidate was able to correctly interpret the scenario, the tone in the text, the facial expression and body language of the staff member. The candidate was fully able to express in full sentences the aspects of poor customer service.</p>
Good	<p>(a) The quality of the service was bad and unprofessional. ✓</p> <p>(b) The look on the customer's face shows dissatisfaction.✓✓ The employee spoke to the customer in a rude and impolite way. ✓✓</p> <p>Mark: 5/5                      Level: 7</p>	<p>(a) Very relevant and concise response. Excellent.</p> <p>(b) A very direct and pointed response shows complete understanding of the question.</p>
Good	<p>(a) Unfriendly x</p> <p>(b) Because he was not polite✓✓ and he didn't even wait and hear what customer want.✓✓</p> <p>Mark: 4/5                      Level: 7</p>	<p>(a) Question not fully understood. A superficial interpretation of the cartoon. The focus was not on the quality of service but on the character of the person.</p> <p>(b) Correct focus that relates to the conduct of the employee.</p>
Moderate	<p>(a) Poor quality of service. ✓</p> <p>(b) The server is screaming at the customer✓ ("come on! Make it snappy! I don't have all day!"). ✓</p> <p>The server is not helpful or kind x</p> <p>Mark: 3/5                      Level: 5</p>	<p>(a) Question was correctly answered.</p> <p>(b) Question not fully understood. Inadequate interpretation and vague explanation of the facial expression and body language of the employee. The response shows inability to qualify the statement made.</p>

Poor	(a) Poor ✓  (b) Rude ✓; poor communication x  Mark: 2/5                      Level: 3	(a) The given answer is correct, however the use of one word responses must be discouraged.  (b) The response is incomplete. The candidate ought to have shown how the staff member was rude.
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**2.1.3 Study the cartoons below and answer the questions that follow.**

(a)

**[4 MARKS]**

**EXPECTED RESPONSE FOR (a)**

(a) The client will **not return** ✓ leading to a **loss of revenue** / income / turnover ✓ and; spread **negative word of mouth** ✓ and this will impact **negatively** on the **multiplier effect** ✓

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	Poor client service will result in no repeat visits resulting in a loss of income for tourism businesses reducing their contribution to the GDP. ✓✓  The tourists will not spread positive word of mouth recommendations of our country. They will spread negative word of mouth which will damage the image of our country. Tourists will opt for alternative destinations resulting in a decrease in tourist volumes. This will result negatively on the income for South Africa and ultimately on the GDP. ✓✓  Mark: 4/4                      Level: 7	Excellent interpretation of cartoon B. Candidate linked the impact of poor customer service to tourism's contribution to the GDP. The use of the subject jargon (repeat visits; positive word of mouth; tourist volumes; image of the country) was exemplary.
Good	SA tourists going overseas will be unhappy with the service of the Airline in picture B and will use other international airlines which will result in money flowing out of the country and income for the GDP will be lower. ✓✓ Overseas tourists will use other airlines and not ours, so that foreign exchange income will be reduced with less contribution to the GDP. ✓✓  Mark: 4/4                      Level: 6	Question was fully answered. The two different perspectives explained (domestic and international). This demonstrates excellent understanding of the impact of poor customer service to tourism's contribution to the GDP.

Good	No flights will be flown causing a loss. x Less flights mean less overseas tourists ✓✓ which will have a negative effect on our GDP.✓  Mark: 3/4                      Level: 6	Incomplete response. The candidate ought to have explained and linked the impact of fewer flights to tourism's contribution to the GDP.
Moderate	Poor customer service in cartoon B will impact negatively on South Africa's GDP because: The customer will not come back.✓ The customer will tell friends and family about it.✓  Mark: 2/4                      Level: 4	Question partly answered – the candidate ought to have shown the link to the GDP by stating how the loss of repeat visits and negative word of mouth will impact on tourism businesses and ultimately on the GDP.
Poor	Customers won't come back to South Africa. ✓  Mark: 1/4                      Level: 1	Incomplete, vague answer – The candidate was unable to show the link to the GDP.

2.1.3 Study the cartoons below and answer the questions that follow.

(b)

[4 MARKS]

<p><b>EXPECTED RESPONSE FOR (b)</b>  (b) High <b>quality/regular staff</b> training✓✓  Introduce <b>quality control</b> measures like <b>mystery guests, surveys, reviews / follow ups</b>✓✓</p> <ul style="list-style-type: none"> <li>• Provide <b>incentives</b> to staff for excellent service</li> <li>• <b>Monitor</b> customer service <b>regularly</b></li> <li>• <b>Address gaps</b> immediately</li> <li>• Employ <b>competent staff</b></li> <li>• <b>Performance management</b></li> <li>• Provide a <b>code of conduct</b> to staff</li> <li>• Implement <b>corrective / disciplinary</b> measures</li> <li>• Introduce an employee assistance programme (EAP)</li> </ul>
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TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	The manager can provide the staff with on-going training and monitoring to ensure that they have the correct customer skills to provide excellent customer care.✓✓ He can provide the staff with incentives, this will ensure that the staff will work hard and deliver excellent customer service because of the reward.✓✓ Mark: 4/4                      Level: 7	Excellent response that demonstrates complete understanding of the question. A very focussed response explaining TWO recommendations and to what extent each recommendation would achieve excellent customer care.
Good	The manager can provide	Very comprehensive and

	customer care training to his employees to ensure service delivery is excellent and of a high standard. ✓✓ The manager can conduct surveys to gain knowledge on areas lacking in quality service and then improve on those specific areas by making necessary changes. ✓✓ Mark: 4/4 Level: 7	relevant response. Excellent explanation on how managers can ensure excellent customer care.
Good	He can give his staff proper staff training to improve their skills. ✓✓ Suggestion box ✓ Mark: 3/4 Level: 6	Incomplete response. The candidate ought to have elaborated on the purpose and expected outcomes of a suggestion box and how it would contribute to excellent customer care.
Moderate	Re-training. ✓  Offer incentives ✓  Mark: 2/4 Level: 4	Inadequate, vague response. The candidate ought to have explained and elaborated on who should receive the training and incentives and how it would ensure excellent customer care.
Poor	Social security x  Mark: 0/4 Level: 1	Incorrectly answered. The response bears no relevance to the question.

**2.2.2 Refer to the information below and answer the questions that follow.**

- (a) (i) Name ONE initiative/campaign introduced by the NDT that addresses this objective. (2)  
(ii) Explain how the initiative/campaign that you named in QUESTION 2.2.2(a) (i) addresses the objective. (2)

**[4 MARKS]**

**EXPECTED RESPONSE FOR (a)**

a)(i) Sho't left ✓✓ / Vaya Mzansi

- Community road shows / Tourism Tradeshows
- DTGS
- TEP
- BBBEE scorecard
- Tourism awards (ETEYA / IMVELO)

(ii) Sho't left / Vaya Mzansi – To **encourage domestic tourists to travel** in and around South Africa by making travel more affordable packages and prices ✓✓

- Community road-shows – **promote** South Africa's attractions
- DTGS – job creation; transformation; GDP growth

- TEP - to promote, support and offer guidance for SMMEs
- BBBEE scorecard – to transform tourism of South Africa
- Tourism awards - gives publicity to local businesses

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	(i) The Domestic Tourism Growth Strategy ✓✓ (ii) It increases tourism expenditure through creating longer and affordable trips. It also aims to increase geographical spread of domestic tourism. ✓✓  Mark: 4/4                      Level: 7	The question was fully answered. The candidate shows excellent understanding of how government's initiative addresses the aims and objectives of the DTGS. The use of subject jargon (tourism expenditure; affordable trips; increase geographical spread) was exemplary.
Good	(i) Sho't Left campaign ✓✓ (ii) This campaign promotes domestic tourism amongst South Africans by introducing them to our country and urging them to travel domestically. ✓✓  Mark: 4/4                      Level: 7	The question was well understood and correctly answered with a direct and pointed focus on the Sho't Left campaign.
Good	(i) BBEEE x (ii) Broad base black economic empowerment strives to promote that more black people get placed in management and supervisory positions as to account for the previously disadvantaged black people had during Apartheid. ✓✓  Mark: 3/4                      Level: 6	The question was correctly answered with the exception of an incorrect acronym in (i).

Moderate	<p>(i) The Domestic Tourism Growth Strategy ✓✓</p> <p>(ii) It offers information about availability of affordable accommodation options in South Africa. x Encourages HDIs and SDIs to participate in tourism by eliminating the Apartheid legacy that Black must not travel. X</p> <p>Mark: 2/4                      Level: 4</p>	<p>Incomplete response. The correct initiative has been identified in (i), however a lack of knowledge and understanding of the concept of transformation as addressed in the DTGS is evident from the responses in (ii). Candidates should be discouraged from using acronyms that are incomprehensible ( SDIs)</p>
Poor	<p>(i) The government of South Africa. Department of Environmental Affairs and Tourism. x</p> <p>(ii) The government of South Africa and the Department of Environmental Affairs and Tourism ensure that tourism benefit all people involved was not devastating the resources for future generations. x</p> <p>Mark: 0/4                      Level: 1</p>	<p>Inaccurate answers to both parts of the question. This shows a lack of knowledge and understanding of the initiatives. Candidates must be discouraged from using out-dated terminology (Department of Environmental Affairs and Tourism.)</p>

**2.2 Refer to the information below and answer the questions that follow.**

**2** (i) Name ONE initiative introduced by the NDT that addresses the objective 'to optimise (make the best use of) opportunities for SMMEs, specifically for emerging entrepreneurs'. (2)

(ii) Explain how the initiative/campaign that you named in QUESTION 2.2.2(b) (i) addresses the objective. (2)

**[4 MARKS]****EXPECTED RESPONSE FOR (b)**

(b) (i) Tourism Enterprise Programmes (TEP) ✓✓

- ETEYA awards
- BBBEE scorecard

(ii) **TEP – encourages and support SMMEs** by providing skills, funding, mentorship to new tourism businesses ✓✓

- The **ETEYA awards** – is established to recognise **service excellence** amongst SMMEs
- **BBBEE scorecard** – is compliant to the **transformation** policy of South Africa

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	(i) The Tourism Enterprise Programme (TEP) ✓✓ (ii) It provides mentorship, networking and marketing opportunities, small scale funding and skills development to SMMEs in tourism. ✓✓  Mark: 4/4 Level: 7	Excellent response. The correct initiative of the NDT was identified. The candidate is clearly au fait with the functions of the TEP.
Good	(i) The ETEYA awards ✓✓ (ii) These awards helps emerging entrepreneurs through training and it gives them advice on how to run a business ✓✓ and they win money for their business.  Mark: 4/4 Level: 7	The question was well understood and correctly answered. The initiative was correctly identified and an adequate explanation was given on what the ETEYA awards aim to achieve.
Moderate	(i) The Tourism Enterprise Programme ✓✓  (ii) Create jobs for black entrepreneurs. x Also provides development ensuring growth of these small businesses. ✓  Mark: 3/4 Level: 6	Incomplete response. Although the correct initiative in (i) was identified, the responses in (ii) showed a lack of knowledge and understanding of the role and functions of the TEP.

Poor	(i) NEP x  (ii) It can help South Africans. X  Mark: 0/4	Incorrect answer showing a total lack of knowledge and understanding of the content. Inability to identify the correct initiative resulted in irrelevant explanation.  Level: 1
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#### GENERAL COMMENTS ON SECTION B

- Poor interpretation of cartoons. Candidates show little insight and are unable to make recommendations on the impact of poor service ethics on the GDP of SA, or how service delivery can be improved.
- Candidates have difficulty with the interpretation of cartoons and make deductions based on their interpretation.
- It was evident that many candidates were not aware of the existence of a White Paper in Tourism and were unable to distinguish between the aims and objectives.
- The White Paper governs everything related to Tourism in South Africa. Information from the White Paper is embedded in many of the topics in the CAPS. One of the requirements of the CAPS is for candidates to have access to the White Paper on the Promotion and Development of Tourism in South Africa (1996)
- Exposure to as many initiatives as possible by both private and public sector to grow and develop tourism in SA, is essential for meaningful learning.
- Candidates are unable to explain initiatives by the National Department of Tourism that optimise opportunities for SMMEs or HOW these initiatives address the NDT's objectives. With reference to 2.2.2 (b), candidates use the concept of job creation in any tourism initiative without showing depth of interpretation of the initiative.
- The question paper is using the latest terminology in tourism; however, candidates still make reference to out-dated terminology (BEE instead of BBBEE).

### SECTION C: SUSTAINABLE AND RESPONSIBLE TOURISM

[40 MARKS]

#### QUESTION 4

This section assessed responsible and sustainable tourism.

##### 4.1.1 Read the extract below and answer the questions that follow.[6 MARKS]

Match each of the underlined terms or phrases in the extract above with the THREE pillars of responsible and sustainable tourism.

<b>EXPECTED RESPONSE</b>
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Social ✓ / People- stakeholders and the community ✓  
 Economic ✓ / Profit- sustainable development ✓ / stakeholders and the community  
 Environmental ✓ / Planet - conserving the resource ✓ / sustainable development

*Candidates that mention the underlined phrases only: no marks awarded;*

*Candidates that mentions the pillars only: award 1 mark per pillar;*

*No mark should be awarded for a repeated phrase, but phrases may be interchanged where indicated*

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	Social responsibility ✓ (people) – stakeholders in the community ✓  Economic responsibility ✓ (profit) – sustainable development ✓  Environmental responsibility ✓ (planet) – conserving the resources ✓	Excellent response showing a logical approach to the application of the Triple Bottom Line. Examples correctly matched with the corresponding pillars of sustainable tourism, although additional information provided not necessary.
	Mark: 6/6 Level: 7	
Good	Environmental ✓ – conserving the resources ✓ Economic – stakeholders and the community Social ✓ – sustainable Development x	Question was fully answered with a focussed and pointed answer, however one example was incorrectly matched.
	Mark: 5/6 Level: 7	

Moderate	Social responsibility ✓ Economic responsibility ✓ Environmental responsibility ✓	Question was partly answered. The candidate shows understanding of the Triple Bottom Line approach but was unable to match the terms and phrases with the correct pillars of sustainable tourism.
	Mark: 3/6 Level: 4	

Poor	Stakeholders in the community x Sustainable development x Conserving the resources x	Question was misunderstood. Inability to identify and subsequently failed to match the three pillars of sustainable tourism.
	Mark: 0/6 Level: 1	

**4.1.2 Read the extract below and answer the questions that follow. [3 MARKS]**

- (a) Do you think PHASA is protecting our wildlife? (1)  
 (b) Give ONE reason for your answer to QUESTION 4.1.2(a). (2)

**EXPECTED RESPONSE**

(a) Yes ✓

(b) **Promotes ethical hunting practices** ✓✓

- **reduces the risk** of poaching
- Hunting is done in an appropriate and sustainable manner

OR

No,

- hunting **encourages a senseless killing** of our wildlife
- hunting is **not conserving / protecting** our wildlife
- hunting only enriches a few

*Reason must be linked to choice*

<b>TYPE OF RESPONSE</b>	<b>ACTUAL RESPONSES FROM CANDIDATES</b>	<b>COMMENTS</b>
Good	(a) Yes. ✓ (b) They promote ethical hunting, by not hunting in a reckless way that will endanger some species which can become extinct but they hunt in a way that conserve our wildlife. ✓✓ Mark: 3/3 Level: 7	The questions was well answered. The candidate was able to expand on the practice of ethical hunting thus demonstrating in-depth knowledge of the objectives of the ICUN on wildlife.
Good	(a) No ✓ (b) Hunting doesn't make any sense as it unnecessarily kills our wonderful wildlife ✓✓ and only a few privileged people benefit financially. Mark: 3/3 Level: 7	Question was fully answered that highlights a different opinion. Excellent response that demonstrates a firm, well motivated stand against PHASA's mission statement on ethical hunting.
Moderate	(a) Yes ✓ (b) It supports conservation ✓ Mark: 2/3 Level: 5	Question was partly answered. Candidates must be discouraged from quoting verbatim from the extract without further elaboration to demonstrate understanding and context.
Poor	(a) No ✓ (b) Because hunting prices are low and no licence is required if you want to hunt. X Mark: 1/3 Level: 2	Question was partly answered. Inability to qualify the answer to (a). The response shows a complete lack of knowledge relating to hunting and the topic in general.



#### 4.1.4 Read the extract below and answer the questions that follow.

Recommend ONE method to stop rhino poaching in South Africa (2)

##### EXPECTED RESPONSE

Increased security systems must be in place ✓✓

- **Stricter legislation and prosecution**
- Local / international communities to be **educated on benefits** of wildlife
- **Experimenting** with various **methods / strategies** that will **deter** poachers for e.g. injecting the horn with substances; removing the horn of the rhinos
- Where there is a demand for rhino horn, **governments** must be roped in to **assist in tracking poachers**
- **Legalise hunting rhinos** in a controlled environment.
- **Liaise with non - governmental, community based and other organisations to assist in securing funding and anti-poaching initiatives.**

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	Game farms and national parks can employ more game rangers or use volunteers to help with anti-poaching initiatives such as patrolling, bio-medical anti-poaching methods, surgical removal of horns and assistance with fundraising and awareness campaigns. ✓✓ Mark: 2/2 Level: 7	Question was excellently answered. The candidate went beyond the requirements of the question by providing the actual methods currently used in anti-poaching drives in South Africa.
Good	Employ and train more people to become game rangers but at the same time make sure that members of communities know why rhinos must not be killed so that they can also assist. ✓✓ Mark: 2/2 Level: 7	Question was fully answered. The response shows insight into the importance of anti-poaching strategies and the collaboration between stakeholders.
Moderate	There should be legal cuttings of rhino horns by legal teams. ✓ Mark: 1/2 Level: 4	Question was partly answered. The response addressed the <b>what</b> but not the <b>how</b> and the by <b>whom</b> .
Poor	Law enforcement stay away from rhino prevention. x	Question inaccurately answered and clearly misunderstood. The response contradicts what the save-the-rhino- drive aims to



Poor	It has an important purpose. X	Inaccurate response and bears no relevance to the question. A correlation could not be made between the price tag and the exclusivity of the animal.
	Mark: 0/4	Level: 1

#### 4.2.2 Read the extract below and answer the questions that follow.

Discuss ONE way in which CITES is contributing to the protection of our rhino species. (2)

<p><b>EXPECTED RESPONSE</b></p> <p>They will <b>ensure</b> that the rhino is <b>placed on the endangered / threatened</b> species list. ✓✓</p> <ul style="list-style-type: none"> <li>• They <b>engage with governments</b> regarding the poaching of the rhino.</li> <li>• They <b>assist with the raising of funds</b> for rhino protection programmes/ strategies.</li> <li>• They <b>liaise and exchange information</b> with other stakeholders to combat poaching.</li> <li>• Countries affiliated to CITES are legally bound to implement legislation according to their mandate</li> </ul>
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TYPE OF RESPONSE	ACTUALRESPONSES FROM CANDIDATES	COMMENTS
Good	CITES is contributing by educating people and raising awareness on the rhino poaching problem, even in South Africa. They also devise strategies to protect the rhino by regulating the trade in endangered species. ✓✓	Excellent, well-formulated response showing understanding of the contribution of CITES in the protection of our rhino species. Although CITES is an international organisation, the candidate was able to link the functions of this organisation with local rhino poaching.
	Mark: 2/2	Level: 7
Good	The contribution of CITES is very important. They make a valuable contribution by helping to raise funds for protecting rhinos and have awaress programmes. They even see to it that member countries are	Question was fully answered. Good understanding of the contribution of CITES in the protection of our rhino species.



<p>Good</p>	<p>Dullstroom in Mpumalanga (Advert A)✓</p> <p>There is a large house allowing for large groups to be accommodated at the same time. They can participate in the adventure activities that are there already. ✓✓The new owner will start making a profit immediately. No waiting.</p> <p>Mark: 3/3 Level: 7</p>	<p>The response shows clear understanding of the question. Very well structured response that takes various aspects relating to suitability into consideration. Good reasoning.</p>
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<p>Moderate</p>	<p>Advert A✓</p> <p>It has activities. ✓</p> <p>Mark: 2/3 Level: 5</p>	<p>Question was partly answered. The candidate was able to identify the most suitable property for adventure tourism but only provided examples of adventure activities. The candidate ought to have emphasised the variety of established activities and provided more examples from the extract.</p>
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<p>Poor</p>	<p>Advert A✓</p> <p>Because it has more games. x</p> <p>Mark: 1/3 Level: 2</p>	<p>Question was partly answered and showed inability to reason logically. This answer showed no relevance to the adventure activities in Advert A.</p>
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**5.1.2 Read the advertisement below and answer the questions that follow.**

Identify the advertisement which offers marine tourism potential. Give ONE reason for your choice. (3)

<p><b>EXPECTED RESPONSE</b></p> <p>Ballito, KZN North Coast ✓/ Advertisement B / 1000 ha farm  <b>Direct access to a private beach</b> offers marine opportunities. ✓✓  <i>(If examples are given only 1 mark to be awarded)</i></p>
--

<p><b>TYPE OF RESPONSE</b></p>	<p><b>ACTUALRESPONSES FROM CANDIDATES</b></p>	<p><b>COMMENTS</b></p>

Good	<p>Advert B✓</p> <p>It is situated on the coast with direct access to a private beach and a deep-sea fishing boat is readily available for tourists to participate in fishing activities.✓✓</p> <p>Mark: 3/3                      Level: 7</p>	<p>Question was fully answered and showed ability to compare the two adverts in terms of location. The answer demonstrated understanding of the concepts marine tourism and tourism potential. The candidate reasoned logically and correctly identified advert B, however additional information given was not required.</p>
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Moderate	<p>Advert B✓</p> <p>It is on the beach.✓</p> <p>Mark: 2/3                      Level: 5</p>	<p>Question was partly answered. The candidate was able to identify the most suitable property for marine tourism. However, the candidate only made mention of location and ought to have elaborated on possible marine tourism activities.</p>
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Poor	<p>Advert B✓</p> <p>Because it is more cheaper than advertisement A. x</p> <p>Mark: 1/3                      Level: 2</p>	<p>Question was partly answered. The candidate was able to identify the most suitable property for marine tourism, however, the reason for the choice was incorrect.</p>
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**5.1.3 Read the advertisement below and answer the questions that follow.**

Give ONE possible reason why the entrepreneur wants to purchase an established tourism business. (2)

**EXPECTED RESPONSE**

He can start **operating the business** and making a profit **immediately**. ✓✓

- Being an established business it already attracts tourists and **little advertising** is required.
- The market is already existing he just have to **expand / grow the market**

TYPE OF RESPONSE	ACTUALRESPONSES FROM CANDIDATES	COMMENTS

Good	An established tourism business will already have tourism facilities and services as well as a supportive customer base in place, therefore little investment and marketing will be needed. An entrepreneur will not have to start from scratch.✓✓	Excellently answered. The response shows logical and practical reasoning abilities. The candidate was able to apply prior knowledge on entrepreneurship and marketing to a real-life situation. The candidate went beyond the requirements of the question by providing multiple reasons for purchasing this property.
	Mark: 2/2	Level: 7
Good	Tourists may know this adventure tourism farm already, the new owner does not have to advertise much. The business is ready to generate and income and possible profit because all the activities are already in place. The tourists can start to participate in them immediately.✓✓	Question was fully answered. Excellently formulated, well-thought through response with logical reasoning. Links could be made between established infrastructure and potential profit.
	Mark: 2/2	Level: 7
Moderate	This will show a fixed and guaranteed profit. ✓	Question was partly answered. Inability to provide a practical way in showing how the profit will be linked to the established business.
	Mark: 1/2	Level: 4
Poor	To generate an income. x	Incorrect response. The candidate was unable to show a correlation between income generation and an established business.
	Mark: 0/2	Level: 1

### 5.2.2 Study the photograph below and answer the questions that follow.

Discuss ONE way in which Siyanamukela Cultural Village contributes to making South Africa a destination of choice. (2)

#### EXPECTED RESPONSE

The village **showcases** one of the unique selling points (USP) of South Africa's **cultural diversity**✓✓

- It **displays** our **cultural heritage** ( it offers opportunities for learning and creates an awareness of our culture)



**GENERAL COMMENTS ON SECTION B**

- In this paper, one mark was awarded for yes and no responses. However, in future no marks will be awarded for “Yes / No” responses as part of opinion based questions. Marks will only be awarded for the justification of the opinion.
- Using direct quotes from the extract if it is not required in the question, without an explanation, will NOT necessarily be awarded a mark.
- Question 4 is a good example of how general knowledge about tourism can be to the advantage of a candidate. This is illustrated by the good responses above. Candidates should be encouraged to broaden their general knowledge of tourism in SA by engaging in the electronic and print media.
- When candidates are required to write out acronyms, this has to be written correctly and core words cannot be omitted.
- In this section, candidates found it difficult to make comparisons, establish differences and similarities and draw conclusions.
- In application type questions, candidates experienced difficulty in applying their knowledge to real life situations.
- In this section there are many aspects to be assessed. To ensure all aspects are assessed, examiners cannot load marks onto specific topics. Most often candidates do not provide complete responses to 2-mark questions because of the low weighting. They opt for one-word answers or short phrases when the action verb demands them to discuss.
- Candidates should be encouraged to write in full sentences.

**SECTION D: TOURISM GEOGRAPHY, ATTRACTIONS AND TRAVEL TRENDS**  
**[50 MARKS]**

**QUESTION 6**

**6.1.2** Comment on why the shape of this line is different from the shape of the other lines of longitude.(2)

**EXPECTED RESPONSE**

The International Date Line (IDL) **follows the borders of countries to avoid confusion** regarding day and time.✓✓

<b>TYPE OF RESPONSE</b>	<b>ACTUALRESPONSES FROM CANDIDATES</b>	<b>COMMENTS</b>
Good	The 180° line of longitude, also known as the IDL, is where a new day starts. The IDL line zigzags to avoid cutting through countries and islands. Had the line been straight and cut through a country or island, it would have caused a difference in times and dates. This would mean a particular area in a country will be divided and experience two different dates and two different times. ✓✓	Question was fully and exceptionally well answered. The response displays extended, in-depth knowledge through the comprehensive discussion on the impact of having a straight versus a zigzagged line.
	Mark: 2/2 Level: 7	
Good	The International Date Line (IDL) does not cut through countries but goes around the borders of countries so that one country does not have different dates and times.✓✓ This will create chaos in that country.	Question was fully answered and shows good understanding of the impact of the shape of the IDL on time and dates in different countries.
	Mark: 2/2 Level: 7	
Moderate	This line splits the world into two sections and because it goes through one place, it cannot be straight because the days of one country will be different.✓	Question was partly answered. Reference was only made to the impact on days and not on times and dates in a particular country.
	Mark: 1/2 Level: 4	

Poor	The International Date Line is a 180° line of longitude that shows the start of a new day. x	Question was not fully understood. Incorrect interpretation of the question. A mere definition of the IDL was given without any reference to the impact of the shape of the line.
	Mark: 0/2	Level: 1

**6.3.1 Study the world time zone map below and answer the questions. Use the time zone map and the information below to answer the questions that follow. Show ALL calculations and apply DST where necessary.**

Calculate the departure time and day or date from OR Tambo International Airport. (Ignore DST.) (6)

<b>EXPECTED RESPONSE</b>	
Time difference	+2 -3 5 hours✓
Time in Rio	= 11:00
Time in SA	= 11:00 (+✓5) =16:00✓
Flying time	=16:00 (-✓10) hours 06:00✓ the same day/10 June✓
	(6)
	<b>OR</b>
•	06:00✓✓✓✓✓ the same day/10 June✓

TYPE OF RESPONSE	ACTUALRESPONSES FROM CANDIDATES	COMMENTS
Good	RSA = +2 Rio = -3 Time difference: <u>5</u> hours earlier✓ 11:00 Time in Rio: 11:00 + 5 hours✓ Time in RSA = 16:00 ✓ Flying time: = 10 hours Departure time from OR Tambo = 16:00 – ✓ 10hours = 06:00✓ the same day✓	Question excellently answered. An accurately calculated response with a clear and logical layout. The steps followed indicate a logical thinking process which led to the correct calculation of the answer. The candidate showed all calculations as required explaining each step of the calculation process. The candidate included both the time and the day in the final answer.
	Mark: 6/6	Level: 7



Good	$R21\,500 \div \sqrt{13,90}$ $= \text{£} 1\,546,76$	<p>Question was excellently answered with accurate calculations. The response has a clear layout that indicates a logical thinking process which led to the correct calculations. The correct rate used by the bank was identified, the correct currency symbol was included, the answer was correctly rounded off to two decimal points, the correct format for expressing money was used (comma instead of a full stop, correct placing of the comma and the spacing between thousands and hundreds)</p>
	Mark: 3/3                      Level: 7	
Moderate	$R21\,500 \div \sqrt{13,30} \times$ $= 1\,616,54 \text{ British Pounds} \times$	<p>Question was not completely and accurately answered. The incorrect rate of exchange was used which resulted in an incorrect calculation.</p>
	Mark: 1/3                      Level: 2	
Poor	$R21\,500 \times (x)13,30$ $= 2\,859,50 \times$	<p>Incorrect response due to incorrect calculation. Inability to correctly apply the rule when exchanging local currency for foreign currency. The response shows a lack of understanding by multiplying instead of dividing. Incorrect rate of exchange was used.</p>
	Mark: 0/3                      Level: 1	

## QUESTION 7

**7.1.1 Study the graph and the list of global events and political situations below that had a huge impact on tourism trends in South Africa and answer the questions that follow.**

Match FIVE global events and political situations in the list above with the date lines in the graph. Write only the letter (A–E) and the answer. (5)

### EXPECTED RESPONSE

- A Nelson Mandela released✓
- B First democratic elections in South Africa✓
- C Rugby World Cup✓
- D World Trade Centre bombings in New York ( 9/11)✓

E Tsunami in South East Asia ✓

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS
Good	A Nelson Mandela released ✓ B First democratic elections in South Africa ✓ C Rugby World Cup ✓ D World Trade Centre bombings in New York ✓ E Tsunami in South East Asia ✓  Mark: 5/5 Level: 7	Question was correctly answered. This answer demonstrates good knowledge of tourism related events and the history of South Africa and the world. It also demonstrates the ability of the learner to apply elimination and matching skills and logical thinking.
Moderate	A Nelson Mandela released ✓ B Rugby World Cup x C First democratic elections in South Africa x D World Trade Centre bombings in New York ✓ E Tsunami in South East Asia ✓  Mark: 3/5 Level: 5	Not all required responses to the question were correct. Response shows limited knowledge of global occurrences and its impact on tourism trends in South Africa.
Poor	A Nelson Mandela released ✓ B Rugby World Cup x C First democratic elections in South Africa x D Tsunami in South East Asia x E World Trade Centre bombings in New York x  Mark: 1/5 Level: 1	Question was inadequately answered. Little knowledge or understanding of global occurrences is evident from this response.

## QUESTION 7

7.1.2 Discuss TWO reasons why there was little growth in tourist arrivals from 1981 to 1989. (4)

EXPECTED RESPONSE
It was during the <b>apartheid period</b> ✓ and international <b>tourists boycotted</b> South Africa. ✓ <b>Sanctions imposed</b> ✓ on South Africa <b>kept tourists away</b> . ✓ The state of emergency indicates <b>political instability keeping tourist away</b> for safety purposes.

TYPE OF RESPONSE	ACTUAL RESPONSES FROM CANDIDATES	COMMENTS

Good	It was still during the apartheid era, therefore fewer tourists choose South Africa as a travel destination because of political instability ✓✓ South Africa had heavy sanctions imposed on it by the international community, therefore tourists boycotted South Africa. ✓✓	The question was fully and well answered. The response illustrates the candidate's knowledge about the political history of South Africa and shows the ability to link the time period to minimal growth in the tourism industry in South Africa.
	Mark: 4/4 Level: 7	
Good	This period refers to pre-1994. South Africa had Apartheid and many overseas tourists shy away from South Africa ✓ and because of sanctions, ✓ tourists were not able to move freely across the world or into our country. ✓ Tourists were scared to come here because our country was known as instability. ✓	The question was fully and well answered. The response demonstrates knowledge about the political history of South Africa. The candidate was able to link the time period to minimal growth in the tourism industry in South Africa.
	Mark: 4/4 Level: 7	
Moderate	Due to there being apartheid in South Africa. ✓  Due to 81 to 89 being the sanctioned era. ✓	Inadequate responses. The candidate was only able to provide the reasons without showing the link to the impact on the tourism industry.
	Mark: 2/4 Level: 4	
Poor	Due to natural and man-made disasters. x	Incorrect response. The candidate showed no understanding of the question and demonstrated no knowledge of what was required in the question.
	Mark: 0/4 Level: 1	

**7.1.3** The bombing of the World Trade Centre in New York caused an increase in foreign arrivals to South Africa.

Write a paragraph, discussing THREE reasons for this phenomenon (occurrence or trend). (6)

**EXPECTED RESPONSE**

Tourist **avoided the USA** and their allies because they were targets for **terrorism activities** ✓ and therefore South Africa was perceived as a **safe destination**. ✓  
The value of the **dollar decreased** ✓ because of the terror attacks making South Africa a **value for money destination** ✓  
**USA** increased their security and entry requirements ✓ **and South Africa's entry**



	<p>and inconveniences associated with travel to the USA, tourists chose to visit ✓ South Africa more because they knew SA don't have these restrictions ✓ it was safer and cheaper. ✓</p> <p>Mark: 6/6                      Level: 7</p>	<p>tourists to alternate destinations. The candidate was able to reason how South Africa became an attractive destination of choice with each reason being fully discussed.</p>
Moderate	<p>The tourists found South Africa was a safe and more secure place to travel to compared to the USA. ✓ The US Dollar currency rate took a dip or decreased after the bombings of the World Trade Centre in New York therefore the value of other currencies rose or increased and tourism and travelling was cheaper ✓ for some countries. As the value of the US Dollar decreased fuel prices decreased making flights cheaper and it was affordable for people to travel. ✓</p> <p>Mark: 3/6                      Level: 4</p>	<p>Inadequate responses. The candidate was only able to provide TWO reasons for the increase in tourism arrivals to South Africa. One of which was merely a statement without fully discussing the phenomenon. The second reason was fully discussed and justified in a logical manner. The candidate lost 3 marks for not providing the third reason and not fully expanding on the first reason.</p>
Poor	<p>People didn't feel safe in America after the bombings and decided to travel to South Africa to get away from the violence/ threats ✓ that America was facing.</p> <p>Mark: 1/6                      Level: 1</p>	<p>Inadequate answer, not written in paragraph format. The candidate only provided one reason for the phenomenon without fully discussing the reason. The candidate did not discuss two reasons as required by the question.</p>

**7.2.1** Give ONE reason why South African Tourism focuses its marketing on business tourism.(2)

**EXPECTED RESPONSE**

Business tourism brings in **large amounts of money**✓ through **big events and conference**✓

- Business tourism encourages **repeat visits** because it **exposes** the business tourists **to attractions** in South Africa
- Business tourism **creates all year travel** and therefore **addresses seasonality**
- **Big events** and conferences **creates** full and part time **jobs**
- South Africa is seen as a **springboard / gateway** for **extended business opportunities** in the rest of Africa / BRICS
- Big events (MESE/ MICE) exposes South Africa and its tourism offerings to the rest of the world

TYPE OF RESPONSE	ACTUALRESPONSES FROM CANDIDATES	COMMENTS
Good	<p>Business tourism in South Africa and has more spending power than other types of tourists. They are prepared to pay for 5 star services and products making it a worthwhile market.✓✓</p> <p>Mark: 2/2 Level: 7</p>	<p>Question was fully answered and well - structured. The candidate was able to determine the role of South African Tourism in targeting markets.</p> <p>The candidate correctly identified the characteristics of business tourism and translated this as one of the reasons why SAT focuses on business tourism.</p>
Good	<p>When business tourists come here for conferences etc. They see our how beautiful our country is and what it has to offer. It is trend for business tourists to return on a later stage and bring family or friends along for their next visit. Return visits mean increased spending, thus more money flows into the country.✓✓</p> <p>Mark: 2/2 Level: 7</p>	<p>The question was fully answered. The candidate correctly identified the characteristics of business tourism and its potential for generating revenue and translated this as one of the reasons why SAT focuses on business tourism.</p>

Moderate	Boost the economy✓	The question was not fully answered. Inadequate response. The candidate's statement does not give the reason how marketing business tourism will boost the economy. The candidate did not use the source to direct the response and therefore was unable to fully complete the response within the context of the question.
	Mark: 1/2	Level: 4
Poor	Business tourists like travelling around the world. x	The question was incorrectly answered. The candidate has no understanding of what was required in the question. No understanding of the role of SAT in marketing South Africa.
	Mark: 0/2	Level: 1

**7.2.3** SA Tourism is always looking for new and emerging international markets to promote South Africa as a destination.  
 Explain the TWO most important aspects South African Tourism will consider before they decide to spend money on international marketing. (4)

**EXPECTED RESPONSE**  
 Volume / size - how many tourists can SA hope to get from this country✓✓  
 Value - how much money can we get the tourist to spend in SA ✓✓

TYPE OF RESPONSE	ACTUALRESPONSES FROM CANDIDATES	COMMENTS
Good	They will consider the size of the international market and the potential of this market to travel.✓✓ Focus on the spending power of the potential market.✓✓	The question was fully answered with a clear and succinct response. The candidate demonstrated knowledge and understanding of the role of SATourism and the reasons for research done on emerging markets.
	Mark: 4/4	Level: 7

Good	SATourism will look at the number of tourists they can expect from that particular country.✓✓	The question was fully answered. A clear understanding of the role of
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	They will also look at how much Money these tourists will possibly spend ✓✓ while they are here. Then they base their marketing on that. Mark: 4/4 Level: 7	SATourism and the reasons for focussing on certain emerging markets is evident.
Moderate	Population size in a country✓ Average income groups in a particular country✓  Mark: 2/4 Level: 4	The question was partly answered. Inability to demonstrate understanding of the role of SATourism in marketing SA internationally. The candidate was unable to clarify the statements made therefore only part marks were awarded.
Poor	Geographical spread and uniqueness of South Africa. x  Mark: 0/4 Level: 1	Question was incorrectly answered. The candidate shows no knowledge or understanding of the role of SATourism in marketing SA internationally.

**GENERAL COMMENTS ON SECTION D**

- Candidates must follow instructions carefully, using the action verbs to direct their response, e.g. 'discuss'
- A lesson needs to be dedicated to understanding and interpreting the time zone map.

- The 24 hour clock to be used at all times.
- All calculation on time zones should follow step 1 where time difference is established in both countries before adding or subtracting flying time or DST.
- It cannot be reiterated enough about the dynamic nature of tourism and therefore both educators and candidates must keep abreast with global events/ occurrences and technology.
- Paragraph writing: Paragraphs were generally poorly written with no evidence of clear understanding and display of knowledge. Candidates unable to express themselves effectively and demonstrated poor writing skills. Make reference to Annexure C : Notes on paragraph writing.
- Providing statements without justifying the statement, disadvantages the candidates. They will not be awarded full marks.

#### **GENERAL COMMENTS ON SECTION E**

- This section was reasonably answered.
- It is recommended that candidates apply knowledge gained in English on cartoon reasoning to answer questions based on cartoons in the Tourism paper.
- The question on technology most often contains pictures of different types of technology used in the tourism industry. Therefore, candidates must be exposed to pictures of the different types of technology considering that most often technological devices are inaccessible to candidates in real life situations.
- Section E is based on Communication and Customer Care. Both educators and candidates must take into account how a business will provide quality customer care using technology, customer feedback and excellent service. Focus should also be on how tourism businesses manage quality service and customer complaints.
- Customer Care also focuses on how tourism businesses deal with personnel within their business.
- Customer Care also addresses the impact of service delivered by an organisation on its business profitability.

#### **ANNEXURE A: LEVEL DESCRIPTORS**

The various achievement levels and their corresponding percentage bands are as shown in the table below.

ACHIEVEMENT	DESCRIPTION OF COMPETENCE	PERCENTAGE
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<b>LEVEL/RATING CODE</b>		
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

**ANNEXURE B:**

<b>NOTES ON THE USE OF ACTION VERBS</b>
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The following table indicates the cognitive demand as stipulated in the CAPS. :

<b>COGNITIVE LEVELS</b>	<b>%</b>
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Lower order: remembering	30
Middle order: understanding, applying	50
Higher order: Analysing, evaluating and creating	20

### ACTION VERBS - BLOOMS REVISED TAXONOMY

	COGNITIVE LEVELS	ABILITIES
1	<b>Remembering</b> (shallow processing: drawing out factual answers, testing recall and recognition)	The simple recall of facts, concepts, generalization, terminology, names etc.
2	<b>Understanding</b> (translating, interpreting and extrapolating)	The ability to interpret factual knowledge and to translate, re-order and re-arrange learned material
3	<b>Applying</b> (Knowing when to apply; why to apply; and recognising patterns of transfer to situations that are new, unfamiliar or have a new slant for candidates)	The ability to apply existing knowledge to new or similar problems in order to solve them.
4	<b>Analysing</b> (breaking down into parts, forms)	The ability to break down and identify elements of an organised whole or structured situation.
5	<b>Evaluating</b> (according to some set of criteria, and state why)	The ability to make judgments about the value and accuracy of presented material against established criteria
6	<b>Creating</b> (combining elements into a pattern not clearly there before)	The ability to design, challenging assumptions, reflection, debates, decision-making situations

Level	THINKING SKILL REQUIRED	ACTION VERB
1.	<b>KNOWING</b> of terminology, definitions, formulae, sequences, trends, methods, theories, causes etc.	Name/state
		Describe
		Label / Indicate
		Define
		State / make a sketch
2	<b>UNDERSTANDING</b> reflected by interpretation, conversion, extrapolation etc	Explain / Clarify
		Compare
		Distinguish
3.	<b>APPLYING</b> of principles, methods, theories etc. mastered previously	Identify
		Calculate
		Compare

4.	<b>ANALYSING</b> elements, relationships, principles of classification etc.	Select /Identify Analyse Compare Discuss  Plan Identify criteria for discussion Critically ....
5.	<b>EVALUATION</b> of logical coherence of material studies, its practical application etc.	Evaluate Compare Identify criteria for discussion Critically ....
6.	<b>CREATING</b> by means of deduction of abstract relationship, suggestion of new methods and ways of classification, etc.	Arrange / Order Propose, solve, recommend

**The following is a list of terms that is generally used when setting questions:**

1.	Describe	To write down the characteristics of something in a logical and well-structured way.
2.	Discuss / Reason	The aspects of the matter or statement should be investigated and stated critically
3.	Compare	When two or more matters are to be compared, similarities and differences should be highlighted. The candidate should not discuss or describe one matter first and then go to the next.
4.	Arrange / Order	When concepts, statements or descriptions have to be ordered according to a particular criterion
5.	Identify / select	Identify the essential characteristics of the matter
6.	Represent / Make a sketch	Give information without discussion or criticism, either in words or in the form of a diagram, drawing or table
7.	Evaluate/Discuss critically	An assessment should be made on the basis of a particular point of departure or criteria. The strengths and weaknesses should be highlighted after the facts and/or points of view have been considered.
8.	Plan	Planning a method/modus operandi e.g. an experiment

9.	Name / Give	Listing the basic facts without discussion
10.	Explain / Clarify	Make it clear, state simply so that the reader can understand. Mere statement or fact is not sufficient.
11.	Labels	Give labels for a sketch or a diagram
12.	Analyse	Divide into parts or elements and explain the relationship
13.	Distinguish	The details that distinguish one thing from another (differences) should be highlighted
14.	Predict	Anticipate what would happen
15.	Summarise	The main aspects of the whole issue/content should be highlighted briefly, but the essence should be retained - give an overview
16.	Calculate	Application of both arithmetical and mathematical rules to reach an answer.

### ANNEXURE C:

#### NOTES ON PARAGRAPH WRITING AND INTREPRETATION OF CARTOONS FOR TOURISM

##### **When the paragraph will stand alone, candidates need to be taught the following:**

Topic sentence contains the main idea of the paragraph. When answering a question, don't restate the whole question, but do use some of the key words in the question. The topic sentence is usually the first, second, or last sentence in a paragraph. It is easiest to make it the first sentence.

- Explain the topic sentence.
- Prove your ideas are true or important with interesting, specific details.
- End with a closing sentence that refers to the main idea in the topic sentence. Don't write the same sentence.

##### **Struggling writers need:**

- regular, meaningful opportunities to practise writing in subject-specific contexts.
- teachers who model the writing process and demonstrate its usefulness.
- opportunities to talk about their writing.
- prior knowledge about language, subject content, and the world.

- knowledge of different writing forms and their characteristics.
- expanded sight vocabularies for subject-specific writing.
- strategies to become independent writers in any context.
- promote consistency

## 1. COMPARE/CONTRAST

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

### Example:

Write a paragraph comparing the Blue Flag beaches in Durban and Cape Town.

### HELPER WORDS

Similarities		Differences	
is similar to	too	on the other hand	differs from
Both	as well	however	while
Also		but	unlike
		in contrast	

[Source: [www2.actden.com](http://www2.actden.com)]

## 2. CHOICE

In a paragraph where you have to make a choice, you need to choose which object, idea, or action that you prefer. Often, you will need to give your opinion on a choice of actions or events.

### Example:

Write a paragraph stating whether a cultural tourist would prefer to visit the Taj Mahal or the Victoria Falls.

### HELPER WORDS

Point of View		Personal Opinion
in my opinion	I think that	like/dislike
Belief	I consider	hope
Idea	I believe / I prefer	feel
understanding	it seems to me	

[Source: [www2.actden.com](http://www2.actden.com)]

## 3. CLASSIFICATION

When writing a classification paragraph, you group things or ideas into specific categories.

**Example:** Write a paragraph discussing two types of customer feedback in the tourism industry.

**HELPER WORDS**

is a kind of	is a part of
can be divided into	fits into
is a type of	is grouped with
falls under	is related to

[Source: [www2.actden.com](http://www2.actden.com)]

**4. DESCRIPTION**

In a description paragraph, you are writing about what a person, place, or thing is like. Sometimes, you may describe where a place is located.

**Example:**

Write a paragraph describing the seating configuration in the Airbus A380.

**HELPER WORDS**

Properties	Measurement	Analogy	Location
Size	length	is like	in
Colour	width	resembles	above
Shape	mass/weight		below
Purpose	speed		beside
			near

[Source: [www2.actden.com](http://www2.actden.com)]

**5. DEFINITION**

When writing a definition paragraph, you take an item or an idea and define (explain) what it is.

**Example:**

Write a paragraph in which you define an international driver's permit and the procedures to be followed to obtain this permit.

**HELPER WORDS**

Is defined as	Is a kind of

[Source: [www2.actden.com](http://www2.actden.com)]

## 6. EVALUATION

In an evaluation paragraph, you make judgments about people, ideas, and possible actions. You need to make your evaluation based on certain criteria that you develop.

In the paragraph, you will state your evaluation or recommendation and then support it by referring to your criteria.

**Example:** Evaluate the impact of good service on the profitability of a tourism business.

### HELPER WORDS

Criteria for Evaluation	Recommendation
good / bad	suggest
correct / incorrect	recommend
moral / immoral	advise
right / wrong	argue

[Source: [www2.actden.com](http://www2.actden.com)]

## 7. EXPLANATION

In an explanation paragraph, you need to explain how or why something happens. Very often in social studies class, you will be asked to explore causes and effects of certain events.

**Example:**

Write a paragraph explaining why so many tourists visited South Africa during 2010.

### HELPER WORDS

Cause	Effect	
Because	therefore	because
Since	thus	since
as a result of	consequently	as a result of
is due to	hence	is due to

[Source: [www2.actden.com](http://www2.actden.com)]

## 8. SEQUENCE

In a sequencing paragraph, you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time.

**Example:**

Write a paragraph outlining the check-in procedure at an international airport.

### HELPER WORDS

Order		Time	
first, second, third, etc.	after	recently	when
in the beginning	finally	previously	after
Before	at last	afterwards	
Then	subsequently		

[Source: [www2.actden.com](http://www2.actden.com)]

### CARTOON INTERPRETATION

#### Types of cartoons:

- Newspaper comics
- Editorial cartoons
- Comic books
- Graphic novels

#### Purpose of cartoons:

- Entertainment
- Contemporary commentary
- Historical, social, environmental context
- Public opinion
- Art

#### Analysis of Cartoons

Identify issues related to :	
Symbols /Symbolism	The drawing, Logos, symbols
Character Portrayal	Facial expressions, Body language, Style of dress
Issues	The caption, Speech bubbles, Labels, General details, Specific details
Time Line	Date ( day, month, year)
Points of view / Bias	Authors, Characters, Events
Message	Message delivered, Message implied, Other points of view
Personal Opinion	Personal reactions, Rationale

**ANNEXURE D: QUESTIONNAIRE****EXEMPLIFICATION OF THE STANDARDS OF CANDIDATE PERFORMANCE****TOURISM****User Response/Feedback**

Dear teachers, subject advisors, curriculum planners, education service delivery partners  
For us to continue to improve the range and quality of teaching and learning resources for  
teachers and candidates in the FET phase, we need your constructive feedback.  
Please complete the questionnaire below at your earliest convenience and return to the DBE  
by post or facsimile.

**Postal address:** Dr MD Ramoroka  
Chief Directorate: National Assessment and Public Examinations  
The Department of Basic Education  
222 Struben Street  
PRETORIA  
0001

**Fax number:** 086 746 0781

**QUESTIONNAIRE**

1. List the information included in this resource that was **MOST** useful to you.

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2. List the information included in this resource that was **NOT** relevant or useful to you.

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3. What did you think of the focus areas covered in this resource?

[Tick (✓) the relevant block.]

<b>FOCUS AREA</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>
(a) The selection and range of candidate responses				
(b) The accuracy of the panel's comments for each candidate response				
(c) General findings in your subject area				
(d) Hints on essay/paragraph writing				
(e) Annexure, e.g. Matrices/Rubrics, to support and extend the exemplification				
(f) The marking standard demonstrated in the exemplification				

4. What are your suggestions for improving this resource to ensure its value in the classroom?

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5. Should this resource include a wider variety of extended writing examples?

[Tick (✓) the relevant block.]

<b>Yes</b>		<b>No</b>	
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Reasons:

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6. Should this resource be developed for other NSC subjects?

[Tick (✓) the relevant block]

<b>Yes</b>		<b>No</b>	
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Reasons:

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7. Additional comments/recommendations for the DBE to consider:

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