



**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2015 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	TOURISM		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	24/11/2015	<b>DURATION:</b>	<b>3 HOURS</b>

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

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

Generally candidates did not perform well in the question paper although there were notable improvements in certain questions compared to 2014. The candidates performance can be attributed to many factors as will be pointed out in the sections below.

**SECTION 2: Comment on candidates' performance in individual questions (It is expected that a comment will be provided for each question on a separate sheet).**

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This section was moderately, to well answered by many candidates.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>1.1 The multiple choice answers varied from poor, moderate to well answered. Candidates are not reading the questions and distracters carefully therefore leading to incorrect responses.</p> <p>1.2 Fairly well answered although some candidates were unsure of the differences between the Taj Mahal and the Blue Mosque.</p> <p>1.3 This question proved a serious gap in the candidates' knowledge of world icons.</p> <p>1.4 Very well answered by the majority of candidates.</p> <p>1.5 Well answered although it should be noted that some candidates simply repeated the phrase above each image instead of linking the provided options with the images.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
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.
(d) Describe any other specific observations relating to responses of learners



Candidates should be advised not to make use of the answer sheet in the answer booklet provided. This leads to candidates making errors in their responses and also leads to marking challenges.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Candidates should be encouraged to not only study the content but should also broaden their general knowledge in order to improve their marks. Teachers should instruct their learners to read the questions carefully as some of the options given in the multiple choice questions could lead to misinterpretation.

## QUESTION 2

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

2.1 There seems to be an improvement in the understanding of time zones but many candidates are still making unnecessary mistakes in calculations.

2.2 Relatively well answered.

2.3 Fairly well answered.

2.4 Poorly answered.

2.5 Fairly answered and it was noted that there is an improvement in paragraph writing.

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

2.1.1 and 2.1.2:

Candidates with good responses provided a clear and logical layout. The steps followed indicated a logical thinking process which led to the correct calculation of answers. The candidates showed all calculations as required explaining each step of the calculation process.

Candidates with moderate responses partly answered these questions and did not provide completely accurate answers. Many steps were left out when doing the calculations. There was an incorrect use of the 24 hour clock. Many candidates were unable to successfully complete the calculation.

Candidates with poor responses partly and incorrectly answered the questions with many incorrect calculations. There was no evidence of logical thinking and responses shows a lack of understanding time zones.



2.2 was relatively well answered although there was some confusion about the main elements of an itinerary as some candidates gave examples from the provided text. Many candidates did not tabulate their answer as instructed.

2.3.1 Fairly well answered although some candidates made mistakes and referred to “Steve Gleason” in their responses. 2.3.2 Many candidates do not understand the concept “universal accessible”.

2.4.1 Candidates struggled to logically calculate the duration of the journey.

2.4.2 Candidates were not able to distinguish between jet lag and jet fatigue.

2.5.2 Candidates were not able to exhibit an understanding of the differences between compulsory and recommended vaccinations.

2.5.4 There was a notable improvement in paragraph writing although many candidates were unable to express themselves effectively and demonstrated poor writing skills. Common errors occurred in the interpretation of the effect of Ebola on “travel trends globally”, “airport operations” and “liability of governments”.

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

More intense teaching is required on time zone calculations. The following are important: candidates must be taught to indicate all the steps in the calculation process and provided a clear and logical layout. The 24 hour clock to be used at all times.

Candidates must follow instructions carefully, using the action verbs to direct their response, e.g. ‘discuss’.

(d) Describe any other specific observations relating to responses of learners

Candidates are not able to apply DST in their time zone calculations.

Candidates were not able to exhibit an understanding of the differences between compulsory and recommended vaccinations. Many candidates merely quoted from the text when answering and not showing comprehension of stated questions.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

A lesson needs to be dedicated to understanding and interpreting the time zone map. Teachers should teach learners about the colour coding of the world time zone map (grey and white) in order to assist them in identifying relevant time zones.

### QUESTION 3



(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
3.1 and 3.2 was fairly well answered 3.3 was poorly answered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
3.1 and 3.2 some candidates showed a lack of understanding by multiplying instead of dividing and vice versa when doing foreign exchange calculations. 3.3 Candidates were unable to display and understanding of the value of a currency and its related buying power.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Candidates should focus on the verbs in the question and revision exercises are necessary.
(d) Describe any other specific observations relating to responses of learners
Some candidates compared the PEN to the GBP instead of the ZAR to the PEN and the GBP.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
More attention should be given to the teaching of foreign exchange concepts in the class room, not only the concepts but the application thereof. Educators should in particular focus on the BBR and the BSR when teaching forex and ensure that candidates know when each is to be used. Interpretation of questions in this section is essential.

<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was generally poorly answered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
4.1 Candidates do not have a good understanding of icons and are not able to identify the country or the city in which they are located. Many candidates were unable to provide the reasons as to why the icons were regarded as of religious significance.



Many candidates repeated the example provided in the question or responded with the words “they go there to pray”. Many candidates did not tabulate their answer as instructed.

4.2 Many candidates could not provide the correct names of the icons and were unable to determine the reason why Ayers Rock received less visitors than the Sydney Opera House. A common answer provided by many candidates was: “it is in the desert” quoted from the extract.

4.3.1 A common mistake made by many candidates was not to focus on the “location” of the Niagara Falls but rather to describe the icon.

4.3.3 It is evident that candidates do not understand the concept “seasonality”.

4.4 was not well answered. Many of the candidates focused on sustainability and not on marketing in their responses.

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

Provide more specific details in teaching of icons including the factors that influence the success of tourist attractions. More attention should be given to the teaching of concepts. Candidates should be instructed to read the questions carefully before answering. Teach them to think out of the box a little. Candidates must be prepared to expect higher order questions in question papers and teachers should assist candidates in the type of responses / application required.

(d) Any other comments useful to teachers, subject advisors, teacher development etc.

Teach learners to read questions before responding and to focus in on what is being asked. Candidates should be exposed to different attractions and trained in the type of responses required regarding the factors that influence the success of tourist attractions.

## QUESTION 5

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

This question was generally very poorly answered.

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

5.1 Candidates do not know the official names of the South African World Heritage sites. Many candidates did not tabulate their answer as instructed.
5.2 Very few candidates were able to answer this question and merely quoted from the cartoon e.g. “return to nest in KwaZulu-Natal”.
5.3.2 required candidates to show insight regarding the role of UNESCO and not merely state the role of UNESCO. Very few candidates were able to answer this question.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Candidates are introduced to South African WHS in grade 10. Educators must attempt to ensure that candidates have a full understanding of the different aspects of each WHS. Teachers should encourage candidates to apply their knowledge to any example given.
(d) Describe any other specific observations relating to responses of learners
Candidates provide basic answers / quoting from the extract.

<b>QUESTION 6</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
6.1.1 and 6.1.2 were fairly poorly answered. 6.1.3 was answered poorly. 6.2 Poorly answered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
6.1.1 and 6.1.2: Many candidates were not able to identify “strategies” and “threats” from the extract. 6.1.3 This question required a measure of interpretation and higher order thinking that many candidates were unable to exhibit. 6.2.1 Candidates do not know the correct name of the organization that is responsible for marketing South Africa as a tourism destination of choice: SATourism. Answers varied e.g. South African Tourism; TourismSA; SATOUR
(c) Provide suggestions for improvement in relation to Teaching and Learning
Assist candidates in this type of question style by providing examples of different types of ways that South Africa can be marketed as a tourism destination of choice.
(d) Describe any other specific observations relating to responses of learners



Many candidates make a statement without justifying the statement.

### QUESTION 7

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

. In general this question was very poorly answered.

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

Many candidates are not familiar with some of the terminology required (front line staff)  
The responses in 7.6 required candidates to exhibit higher order thinking. Many repeated from the text and others answered from the perspective of Bob and not the lawyer.

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

Educators should teach candidates to read the question thoroughly before responding in order to determine exactly what is required.

(d) Describe any other specific observations relating to responses of learners

Many candidates felt that it is Jane's right to have tattoos and did not understand the relevance of the fact that she is front line staff at a tourism establishment.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Educators should teach candidates to read the question thoroughly before responding in order to determine exactly what is required. Focus is needed on answering of higher order questions.

### QUESTION 8

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

This question was poorly answered by candidates.

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

8.1 Many candidates provided the definition of "carbon footprint" instead of explaining the term "reducing its carbon footprint".



8.2.1 and 8.2.2 many candidates were unable to differentiate between a strategy and an example as mentioned in the extract. 8.2.1 and 8.2.2 were linked and when candidates gave the incorrect response for the first question this resulted in them also not giving the correct response for the question that followed.

8.3.1: Many candidates did not focus on the employees involvement as required.

8.3.2: Candidates could not calculate the percentage as they were unable to identify the aspects provided in the extract that referred to social pillar of the triple bottom line. Many candidates gave incorrect responses in 8.3 as they incorrectly referred to the environmental pillar of the triple bottom line.

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

Practise in application and interpretation is required not just knowing the concepts but being able to apply them with regard to different scenarios. Practice in Blooms taxonomy verbs is required in the classroom, this should assist candidates in interpretation type questions. Application of concepts is essential in teaching this topic.

(d) Any other comments useful to teachers, subject advisors, teacher development etc.

Practice in old exam papers, interpretation and comprehension skills should be focused on to ensure better results in this section.

## QUESTION 9

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

This questions was poorly answered.

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

9.1.1 and 9.1.2 Candidates struggled to put their thoughts onto paper and the language barrier is a huge problem in answering these questions. Most candidates only quoted from the extract.

9.2.1 Many candidates focused on the decline in Africa land markets and responded incorrectly. This then caused them to give incorrect responses in 9.2.2. Few viewed the global increase and focused only on this.



9.2.3 Candidates showed a lack of understanding of the term “land markets”. The focus was not on travelling by road or rail but rather on the fact that Zimbabwe was a neighbouring country.

9.3 Many candidates mentioned the fact that shopping is the main activity and did not give reasons for this, resulting in incorrect responses.

9.3.2 was another question that required higher order thinking skills and many candidates were unable to think out of the box and provide recommendations.

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

Interpretation of graphs and tendencies should be practiced in the classroom. This will assist candidates in giving better responses. Learners need to substantiate their answer with relevant facts.

(d) Describe any other specific observations relating to responses of learners

Repetition of sentences from the extract was prevalent and not interpretation.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Assist candidates in interpretation skills and how to approach answering of questions based on graphs and statistics.

## QUESTION 10

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

This questions was relatively well answered.

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

Candidates that performed poorly in this question were mostly those that had trouble in expressing themselves in English and were not able to explain what they were seeing in the images.

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

Encourage candidates to think of solutions to service delivery problems. This can better prepare them for answering this type of question.

(d) Any other comments useful to teachers, subject advisors, teacher development etc.



Encourage candidates to think of solutions to service delivery problems. This can better prepare them for answering this type of question. Candidates should practice on previous exam papers.

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**NAME OF THE CHIEF MARKER:**

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**SIGNATURE**

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**DATE**

