



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	TOURISM
PAPER:	1
DURATION OF PAPER:	3 hours

SECTION 1:

General overview of Learner Performance in the question paper as a whole

The 2020 NSC paper for Tourism was not answered as well as one had wished for, compared to the 2019 paper. There were numerous factors that contributed to this outcome, such as the COVID-pandemic with all its challenges, the paper itself with some unfair/poor/confusing questions and the fact that there were no June examinations which had a huge impact on the learners' preparations for the final exams. This led to a large number of learners underperforming. By looking at the 7-point scale, this resulted in more Level 1 and Level 2 candidates, with fewer Level 7 candidates. It is clear that the most challenging questions are still the "explain" and "discuss" type of questions where learners are expected to write in full sentences to show understanding and knowledge. Instead, learners only wrote a few words/phrases with no in-depth insight, or simply just copied sentences from the readings. Extracts and case studies were answered poorly and certain words were difficult to understand; therefore learners did not know how to answer them. Out of the 100 scripts that were marked there was no learner that did not finish the paper and the average mark per script was 86/200.

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).

QUESTION 1

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

This is a 40-mark question testing the knowledge across all topics in CAPS. Out of the random sample of 100 scripts the average mark for this question was 28/40. During the marking standardisation meeting it was decided that both options at Q1.3.3 will be accepted, because of their similar understanding about the trademark of a tourism business. The question was well answered compared to previous years. Even the weaker learners did surprisingly well in this question.

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

Although this was not a difficult question and was also answered fairly well, there were still learners who showed a lack of knowledge about the content in CAPS and other tourism-related issues. Q1.1-1.3 was answered well. In Q1.4 learners got confused between the options for 1.1.4 and 1.1.5. Q1.5 was a new and interesting way of asking insight about time zones. Many learners found this question challenging and it was answered poorly.

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

It is important that learners and teachers keep abreast with the latest trends and issues relating to tourism, because some questions are not directly related to textbook content or specifically inscribed in the CAPS document. The core responsibility lies with the teacher to keep learners up to date and also to encourage/force learners to do some research on their own. Teachers must also advise their learners that they can consult the World Time Zone map when answering Q1, especially when answering a question such as Q1.5. Content taught in grades 10 and 11 must be built on in grade 12. Teachers must also share resources with fellow educators.

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

In Q1.1.3, identifying the correct explanation of GDP seems to be a challenge for some learners. With Q1.1.11 learners got confused between the options given, as it seems that more than one option could be considered correct. In Q1.1.19 learners struggled to make the link between “foreign” in the sentence and “inbound” in the options given. Q1.2, 1.3 and 1.4 was well answered. Q1.5 was challenging for some learners who showed a lack of understanding of time zones or map work which is taught in grade 10 and build up to time zones in grade 12.

QUESTION 2

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

This was a source-based question consisting of: different tours for a honeymoon couple, information about the “Tripadvisor” website, choosing between the red or green channel, and a World Time Zone map. It is evident that the majority of learners are still struggling with time zone calculations. This has been a recurrent problem. Out of a random sample of 100 scripts, the average mark for this question was 13/38.

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

Q2.1.1 was very well answered. Learners showed a clear understanding of the products and services offered by “Tripadvisor” as they were only required to take answers from the source.

Q2.1.2(a), (b) and (d) was well answered {answers taken from the source}

Q2.1.2(c) was poorly answered as a lot of learners answered this tour “is cheaper to choose”, which is in fact not the case as a cheaper option was given.

Q2.1.3 was overall well answered, except for some learners giving only ONE reason.

Q2.2- This was confusing to learners and it was poorly answered. In CAPS learners are taught that goods bought from a duty-free shop doesn’t need be declared at customs. The extract in the paper states “the tourist bought a laptop for R6500 at a duty-free shop”. This resulted in many learners answering “green channel” at Q2.2.1 and “no need to declare it” at Q2.2.2. The few learners who did say “red channel” were not able to explain the reason in Q2.2.2.

Q2.2.3 was also confusing to learners: learners thought the words “government department” actually referred to an official department of government and therefor many learners wrote “department of home/foreign/health affairs etc”. When looking at the answers in the memo, one thinks that “department” should have been replaced with the word “entity”.

Q2.3.1 was poorly answered. Many learners just copied the words “en route” as their answer from the reading, showing no insight why flights stop over on their way to their final destinations.

Q2.3.2 and 2.2.3 was extremely poorly answered. The same errors occur year after year. Learners are unable to distinguish between when to + or – the “Time Difference” and the same with “Flying Time”.

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

Teachers must encourage learners to read the given sources with understanding and even underline the important information before attempting to answer the question. More intensive teaching is required in teaching of time zones and should focus on the following: 1) Following and indicating the steps in the calculation process; 2) The use of DST (although it was not required in this paper); 3) Use of the 24-hour clock.

Learners will only understand the above if the teacher does the calculations with them in class, extensively! Subject advisors should organise compulsory workshops for all educators teaching tourism to improve time zone calculations. Q2.3.1 shows that grade 11 work was not taught or emphasised enough. Teachers need to remind learners about the grade 11 work on Types of Transport (Airline).

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

In the time zone calculations learners are used to being asked to calculate “time and date”. In Q 2.3.3 a date was not required, but so many learners wrote a date in the final answer. Learners did not indicate the “time difference/TD”, but merely wrote a number. This made marking challenging. The correct way to answer this is to write “Time difference: 9 hours”.

Practice makes perfect! Use old question papers when doing calculations with the learners in class. In some cases, learners multiplied and divided when doing the time zone questions, and this poses the question if the teacher is actually competent enough in teaching time zone calculations.

Another observation was that learners simply copied sentences from the readings/extracts when they were unable to answer the question, like in Q2.1.2 where a large number of learners simply copied “they are not arts and culture enthusiasts” as their answer.

QUESTION 3

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

This question was based on foreign exchange and also included a paragraph question about the influence of the strong Rand. The question was extremely poorly answered. Out of a random sample of 100 scripts the average mark for this question was 3/12.

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

Q3.1.1 and 3.1.2 were answered poorly. The majority of learners didn't know when to multiply or divide and also didn't know when to use the BSR and BBR. In some cases, the calculations were correct, but learners didn't know how to round off the final answer. Only a few learners got full marks for these two calculation questions.

Q3.2 was extremely poorly answered. One reason for this was the poor way in which this question was asked. Questions about strong/weak Rand is nothing new, and teachers prepare their learners for this type of questions. However, the focus is always on how the strong/weak Rand affects both inbound and outbound tourists and this influences the travel patterns of South Africans to developing and developed countries. In this question it was not mentioned from whose point of view to look at the impact of the strong Rand, the local tourist or the inbound tourist, and therefore learners were totally confused on how to answer this question.

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

The same as with time zone calculations, practice makes perfect. It is also imperative that old question papers are used so that learners will get a good idea of the way in which questions are asked. The issue of BSR and BBR must be given attention to in teaching. Learners must practice paragraph writing skills by using well-constructed sentences without using bullets and subheadings.

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

When reading the responses of learners in Q3.2, it was very clear that some learners had a good idea how the strong Rand influences travelling, especially international travel. When looking at the answers in the memo it was clear that learners should have answered the question from a local's point of view. This was never mentioned in the question.

It seems that some learners did not have access to a calculator as some learners did the calculation correct, but with no final answer at all. This happens every year.

Subject advisors should organise workshops on time zone calculations, together with foreign exchange calculations.

QUESTION 4

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

The aspect tested in this question was World Icons. Overall the question was poorly answered, due to a lack of textbook knowledge. Out of a random sample of 100 scripts the average mark for the question was 9/27.

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

Q4.1.1 was fairly well answered. Due to the poor quality of picture A learners were unable to recognise/identify the icon in the picture.

Q4.1.2 was well answered.

Q4.1.3 was poorly answered. This is a knowledge-based question and learners could not clearly explain the reason(s) for building the specific icons.

Q4.2.1 was poorly answered. Only a few learners could identify the correct country.

Q4.2.2(a and b) was well answered, only because learners were allowed to copy the answers from the reading.

Q4.2.3 was poorly answered. Learners were unable to explain how the problems mentioned in Q4.2.2(b) can be fixed and found it challenging to THINK of reasons on how to maintain the icon.

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

This is a content-heavy section of CAPS. There is a lot to be taught and studied regarding icons within a limited time frame. Learners should not be limited to the images of icons in the textbook and teachers should assist in providing more images/visuals. Learners must also be prepared to expect high cognitive order questions and teachers must assist learners in this type of responses. Many candidates do not perform well as they do not read the questions properly. Also, if the number of icons taught can be reduced and the focus on a different number of icons varies each year, the educator could help the learner much better as is done in other subjects like History.

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

From the responses of learners, it became evident that not enough time is spent in class on icons and/or that learners simply do not study this section, because of the heavy workload. It is the responsibility of the teacher to make a summary of each icon and make it available to learners when doing this part of the curriculum. As a result of the poor quality of picture A many learners guessed the answer and wrote “Wall of China or Wailing Wall” in Q4.1.1. In the same question many learners identified the icon in London as “London Bridge” instead of “Tower Bridge”. As in other questions, where learners didn’t know the answer to a question, they simply copied random sentences from the readings like in Q4.2.2 (a and b) as well as Q 4.2.3.

It is essential that candidates are able to answer questions that require application of knowledge.

QUESTION 5

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

In this question the aspect tested was South African World Heritage Sites (WHS). Out of a random sample of 100 scripts the average mark was 2/12.

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

Q5.1.1-5.1.3 was poorly answered. In Q5.1.1 learners were asked to name two WHS situated in Gauteng. This confused learners as CAPS refers to only ONE WHS. Despite the confusion, some could identify the correct WHS in Gauteng.

In Q5.1.2 learners had no idea what the name of the new WHS in the Northern Cape is.

In Q5.1.3 learners were able to name only one of the two WHS in the Western Cape namely Robben Island.

Q5.2 was poorly answered. Learners were unable to indicate where the other new WHS is situated.

Q5.3 was also poorly answered. The focus of the question is on the benefits for the Travel Agency, but instead learners gave benefits for the heritage sites, not linking it to the travel agencies. It is evident that learners read without comprehension.

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

One would assume that learners will have knowledge about the two new WHSs of South Africa as it was covered in PAT projects as well as previous question papers. Teachers should have prepared their learners on questions about these sites. One of the best ways in preparing learners to answer questions on WHS, is to use examples from old question papers. This is a knowledge-based question and the responses from learners indicated that they didn't have sufficient knowledge to give meaningful answers about WHS questions.

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

Knowledge about South African WHSs should be improved upon in the classroom. Educators should always refer back to previous grades when preparing candidates for exams. Learners must realise the importance of knowing the full names of the different WHSs. The following were some of the responses from learners, writing just "Cape Flora, Richtersveld, Khomani Landscape". Many learners lose out on marks by giving names in this way, which shows a lack of knowledge of the grade10 syllabus. One was quite surprised that there was no question about UNESCO.

QUESTION 6

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

The aspect covered in this question was Marketing. The focus of the question was Trade Shows. Out of a random sample of 100 scripts the average mark was 3/11. The question 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.

Q6.1 was very well answered. The answer could be found on the calendar given as an extract.
Q6.2 was poorly answered. This was a knowledge based question that tested textbook content. Learners were unable to give the correct answer which indicate they don't study textbook content. In fact, the Tourism Indaba has been mentioned so many times from grade 10, it should actually be general knowledge to grade 12 learners.
Q6.3 was poorly answered. This was a 6-mark question and an explain-type question. Learners were unable to answer this higher cognitive order question.
Q6.4 was poorly answered. Learners were misled with "TBCSA" mentioned in the calendar, and simply wrote that as their answer, showing no insight.

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

Marketing remains a challenging topic in the classroom. Educators should use old question papers, focusing on application in order to assist learners to improve in this section.

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

In Q6.1 MANY learners wrote “Gateway” instead of “Getaway” showing there is no reading with comprehension.

The few learners that actually knew the answer only wrote “Indaba” in Q6.2.

With Q6.3 there were a lot of learners who actually knew the correct answer, but wrote it incorrectly like “SAT” and “South African Tourism”. The correct way is actually mentioned in Q6.2 and learners did not pick that up ... SATourism.

Practice in application-type questions is essential in preparing candidates to answer higher cognitive order type questions.

QUESTION 7

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

The aspect tested in this question was Tourism Sectors. The question was extremely well answered by all learners. Out of a random sample of 100 scripts the average mark was 11/14.

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

Q7.1.1 was well answered. Learners could easily identify two aspects displayed in the picture related to professionalism in the work place.

Q7.1.2 was poorly answered. Learners struggled to give a meaningful answer to this explain-type question. Learners just copy from the reading “waitrons are employed by the train company”.

Q7.2.1 was well answered

Q7.2.2 was well answered. This was one of the easier explain-type questions.

Q7.2.3 was well answered. The answers required was given in the reading.

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

This is a wide topic and can be asked in so many different ways. Educators should teach learners to read the question thoroughly before responding to ensure that they understand what is required. Teachers must give informal tasks in the form of case studies and extracts, and help learners to read with comprehension. Practise this by using old question papers.

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

In this question it was once more evident that when learners are unable to construct an answer in their own words, they simply just copy from the reading/extracts.

Question 7 was only one of three questions from the paper where learners scored full marks. Educators must teach learners to write in full sentences and to provide clear explanations.

Teachers must focus on teaching specific terminology, such as “dress code, hygiene, uniform, professionalism”, in the classroom.

QUESTION 8

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

Sustainable Tourism was the topic tested in this question. This was not such a difficult question, but learners did not perform as well as expected. This was a source-based question about “Voluntourism”, a new concept to learners. Out of a random sample of 100 scripts the average mark for this question was 6/16.

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

In Q8.1.1 some learners found it challenging to define the new term “voluntourism”, other than that it was answered fairly well.

Q8.1.2 was answered poorly. One was actually quite surprised for learners not being able to identify the required pillar.

Q8.1.3 was poorly answered. Learners struggled to answer this higher cognitive order question.

Q8.1.4 was not as well answered as expected. All the aspects needed to be discussed were mentioned in the extract.

Q8.2.1 was poorly answered. Learners were unable to EXPLAIN why it will display responsible behaviour by the tourist to learn the local language. Learners just copied the second bullet, “learn a few words in the local language”, as their answer.

8.2.2 was poorly answered. Once again, learners were unable to identify why it would be economically responsible to support local businesses. Learners simply copied the third bullet from Frame B, “support local businesses”, as their answer.

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

Teachers must focus on the pillars of the Triple Bottom Line, and provide as many examples as possible that can be linked to the different pillars. Past question papers should be helpful in achieving this. A better understanding of the concepts in this section is essential.

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

Educators should also do research on sustainable practices of different tourism-related businesses and how they are put into practice, to assist learners in preparations for exams. In Q8.1.3 learners had no knowledge about FTT and therefore could not answer this question. It is evident that learners lack textbook knowledge and also find it difficult to answer explain-type questions.

In Q8.1.4 learners did not specify the type of skills people can acquire from the volunteer programmes. This shows that learners read without comprehension, as the answers appear in the reading.

In Q8.2.2 learners wrote what the advantages will be for the country, and not for the COMMUNITY, as the question required.

Old question papers will assist learners to have a better understanding of the concepts 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?

The focus of this question was on Domestic, Regional and International Tourism. Out of a random sample of 100 scripts the average mark for this question was 8/24.

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

It was evident that this question required learners to show insight.

Q9.1.1 was fairly well answered. Although the question required learners to name the sporting code under which the images being displayed in the extract would be categorised, only a few could identify it correctly. The majority of learners named the images e.g “ice hockey, skating etc”, instead of saying “it is sport being practised on ice”.

Q9.1.2 was poorly answered. Learners simply said “it is winter in Europe” which is actually repeating the question.

Q9.1.3 was poorly answered. Learners showed no insight in this explain-type question and simply copied sentences from the extract as their answers.

Q9.1.4 was poorly answered, mainly because of the poor way in which the question was asked.

Q9.2.1 was well answered.

Q9.2.2 was extremely poorly answered. Learners showed no insight of knowledge about South African provinces (Grade 10 work).

Q9.2.3 was well answered.

Q9.2.4 was also extremely poorly answered. What confused learners here is that the question began with a statement, “South Africa shares a border with Zimbabwe”. When reading the question, one feels that the statement should actually be the answer to this question. It confused learners totally and they did not know what else to write and simply copied the statement as their answer. This was a poor question.

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

Learners interpreted the graph quite well and easily recognised the information directly linked to the graph. The other questions that followed indirectly, were poorly answered. Teachers should assist learners in ways to master questions based on statistics through repetitive, formative tests and regular homework exercises.

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

Educators should assist learners 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 is always the shortest question of the paper, and in many cases lower- to middle cognitive order questions. Despite this, learners almost always do badly in this question. The question focused on Communication and Customer Care. Out of a random sample of 100 scripts the average mark was 3/6.

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

Q10.1 was well answered. This type of question was asked numerous times before and one could see from the responses of learners that they were prepared for such a question.

Q10.2 was poorly answered. Although it was an easy question, learners found it difficult to use the right words in EXPLAINING their answers. This is evident of poor language skills.

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

Educators must develop a skill set for learners to interpret and apply information from extracts, pictures and case studies by using previous exam papers.

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

Learners found it very challenging to find the right words to express themselves in answering Q10.2 and in many cases could not distinguish between the two concepts.

In general, the biggest challenge for learners remains the lack of textbook knowledge, poor language skills and not being able to answer higher cognitive order questions. This makes it difficult for learners to express themselves, as mentioned before. Assist learners to identify key action verbs in the question in order to have a better understanding of what is actually being asked.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

TOURISM

NOVEMBER 2020

MARKS: 200

TIME: 3 hours

This question paper consists of 24 pages.



* T R S M E *



INSTRUCTIONS AND INFORMATION

Read the instructions carefully before answering the questions.

1. This question paper consists of FIVE sections.
2. Answer ALL the questions.
3. Start EACH question on a NEW page.
4. In QUESTION 3.1, round off your answers to TWO decimal places.
5. Show ALL steps for the calculations.
6. You may use a non-programmable calculator.
7. Use the mark allocation of each question as a guide to the length of your answer.
8. Write neatly and legibly.
9. The table below is a guide to help you allocate your time according to each section.

SECTION	TOPIC	MARKS	TIME (minutes)
A	Short Questions	40	20
B	Map Work and Tour Planning; Foreign Exchange	50	50
C	Tourism Attractions; Culture and Heritage Tourism; Marketing	50	50
D	Tourism Sectors; Sustainable and Responsible Tourism	30	30
E	Domestic, Regional and International Tourism; Communication and Customer Care	30	30
	TOTAL	200	180



SECTION A: SHORT QUESTIONS**QUESTION 1**

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.20) in the ANSWER BOOK, e.g. 1.1.21 D.
- 1.1.1 A compulsory vaccination for tourists entering or leaving high-risk areas:
- A Bilharzia
 - B Diarrhoea
 - C Yellow fever
 - D Diabetes
- 1.1.2 When flying across many time zones, passengers are advised to adjust the time on their watches to ...
- A two hours ahead of local time.
 - B one hour ahead of local time.
 - C one hour behind local time.
 - D the local time of the destination city.
- 1.1.3 GDP is the total value of ...
- A tourism services provided and experienced in a country.
 - B manufactured goods produced and supplied in a country.
 - C goods and services produced in a country annually.
 - D the annual net profit of the services industry in a country.
- 1.1.4 The IDL is an imaginary line that ...
- A splits countries into three different climatic regions.
 - B causes changes to the day and date of a country.
 - C divides the earth into the Northern and Southern Hemispheres.
 - D runs from east to west on the globe.
- 1.1.5 The reason why the time zones of the United States of America (USA) stretches from -4 to -8 on a time zone map:
- A Because the USA is divided into many districts.
 - B It is a decision taken by the people of the USA.
 - C Because of the position of the moon.
 - D Because of the size of the country.



- 1.1.6 The icon below is regarded as one of man's greatest architectural accomplishments of the Ancient World:



- A Taj Mahal
B Brandenburg Gate
C Great Wall of China
D Great Pyramids of Giza
- 1.1.7 The ... is located between Canada and the United States of America.
- A Niagara Falls
B Victoria Falls
C Angela Falls
D Tugela Falls
- 1.1.8 The Dome of the Rock and the Wailing Wall are two world-famous icons found in ...
- A Turkey.
B India.
C Israel.
D Jordan.
- 1.1.9 The picture below shows that the attraction provides ... access for tourists with special needs.



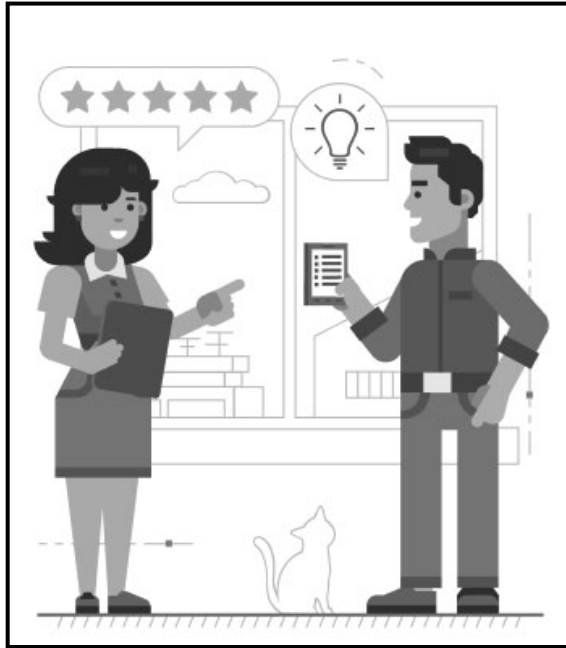
- A free
B employment
C universal
D beach



- 1.1.10 The main role of UNESCO:
- A Protection and development of World Heritage Sites
 - B Protection of the South African economy and its people
 - C Promote cruelty against animals in captivity
 - D Promote ethical behaviour amongst staff
- 1.1.11 An employee has the right to receive this document upon his/her termination of employment:
- A Tax refund slip
 - B Certificate of service
 - C List of fringe benefits
 - D Receipt for legal fees
- 1.1.12 Regulations relating to the use of strong perfumes at work:
- A Personal hygiene
 - B Personal aura
 - C Emotional integrity
 - D Emotional stamina
- 1.1.13 When an employee in the tourism industry works on a public holiday, the employee is entitled to ...
- A five days additional leave.
 - B time off equivalent to two months.
 - C payment at double the normal rate.
 - D reduced annual bonuses.
- 1.1.14 The boutique hotel in the Cradle of Humankind attracts tourists because its roofs are planted with grass to blend into the surrounding Highveld.
- This accommodation establishment is ...
- A shopping friendly.
 - B socially friendly.
 - C economically friendly.
 - D environmentally friendly.
- 1.1.15 The staff of a tourism IT company provided gifts and clothes to a children's home. This donation is regarded as ...
- A environmental conservation.
 - B a corporate social investment.
 - C infrastructure development.
 - D cultural preservation.



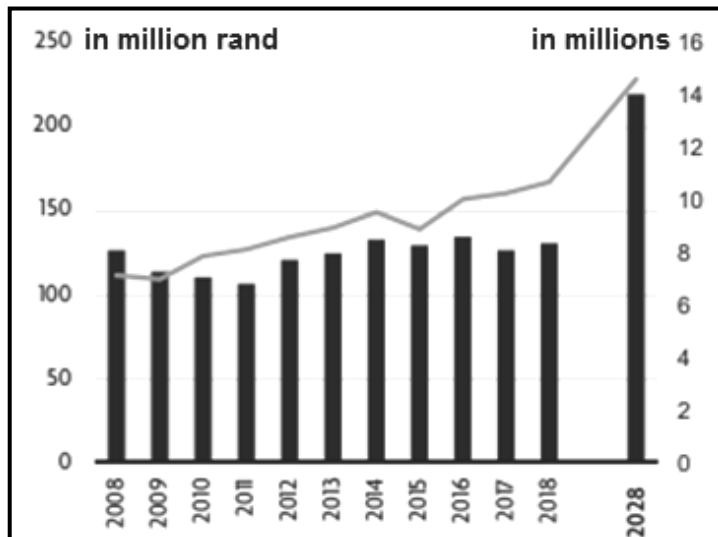
1.1.16 The level of customer satisfaction shown below:



- A Poor
- B Average
- C Good
- D Excellent

1.1.17 According to the WTTC, the expected number of foreign tourist arrivals to South Africa in 2028 is...

WTTC TOURIST ARRIVALS



- A 14 million.
- B 8 million.
- C 10 million.
- D 2 million.



1.1.18 An example of an unforeseen occurrence:

- A A royal wedding
- B Outbreak of COVID-19
- C World Travel Market
- D The Olympic Games

1.1.19 Foreign market share refers to the ...

- A number of local businesses that sell branded products to domestic tourists in South Africa.
- B number of domestic tourists who visit the nine South African provinces in a one-year period.
- C percentage of the industry earned through inbound tourism to South Africa.
- D length of stay per tourist in Gauteng over a specified time period.

1.1.20 Technology that will give tourists quick access to travel-related information:

- A Photocopier
- B Fax machine
- C Internet
- D Pocket calculator

(20 x 1) (20)

1.2 Give ONE reason for the decline in inbound arrivals to South Africa by choosing from the list below. Write only the reason next to the question numbers (1.2.1 to 1.2.5) in the ANSWER BOOK, e.g. 1.2.6 bank buying rate.

negative perceptions; severe droughts; visa processing;
inadequate flights; canned hunting; film permits

1.2.1 A serious shortage of water, resulting in water restrictions in certain major tourism cities in South Africa

1.2.2 Limited air transport to South Africa from certain African and overseas destinations

1.2.3 Difficulty to obtain rights to make movies and documentaries in South Africa

1.2.4 Killing wild animals for the purpose of trophies in a confined area, such as a fenced-in camp

1.2.5 International tourists choose not to visit South Africa due to bad publicity in foreign media

(5 x 1) (5)



1.3 Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question numbers (1.3.1 to 1.3.5) in the ANSWER BOOK, e.g. 1.3.6 passport.

1.3.1 A conference venue should (sell/brand) its stationery, like pens, writing paper and folders, provided to conference goers.

1.3.2 Brainstorming is used when (choosing a name/opening a bank account) to ensure brand recognition.

1.3.3 The (slogan/logo) forms part of the trademark of a tourism business.

1.3.4 (Itinerary cancellation/Marketing material) is a factor that contributes to the professional image of a tour operator.

1.3.5 The procedures to follow when dealing with complaints in a tourism business will be found in the (customer service policy/contract of employment). (5 x 1)

(5)

1.4 Choose a customer feedback method in COLUMN B that matches the description in COLUMN A. Write only the letter (A–F) next to the question numbers (1.4.1 to 1.4.5) in the ANSWER BOOK, e.g. 1.4.6 G.

COLUMN A		COLUMN B	
1.4.1	Customers use Facebook to give feedback on their experiences	A	feedback cards
		B	social media
1.4.2	Customers write their complaints down and leave them in their hotel rooms after check out	C	e-mail responses
		D	interviews
		E	snail mail
1.4.3	Face-to-face customer feedback between two people	F	SMS messaging
1.4.4	Real-time (Immediate) feedback using cellphones in a restaurant		
1.4.5	Written replies to questions sent to the customer via the internet		

(5 x 1)

(5)



- 1.5 Arrange the cities in the CORRECT order from west to east. Write the five cities in the correct order next to the question number (1.5) in the ANSWER BOOK.

- Cape Town (+2)
- London (0)
- San Francisco (-8)
- Delhi (+5.5)
- Rio de Janeiro (-3)

(5 x 1) (5)

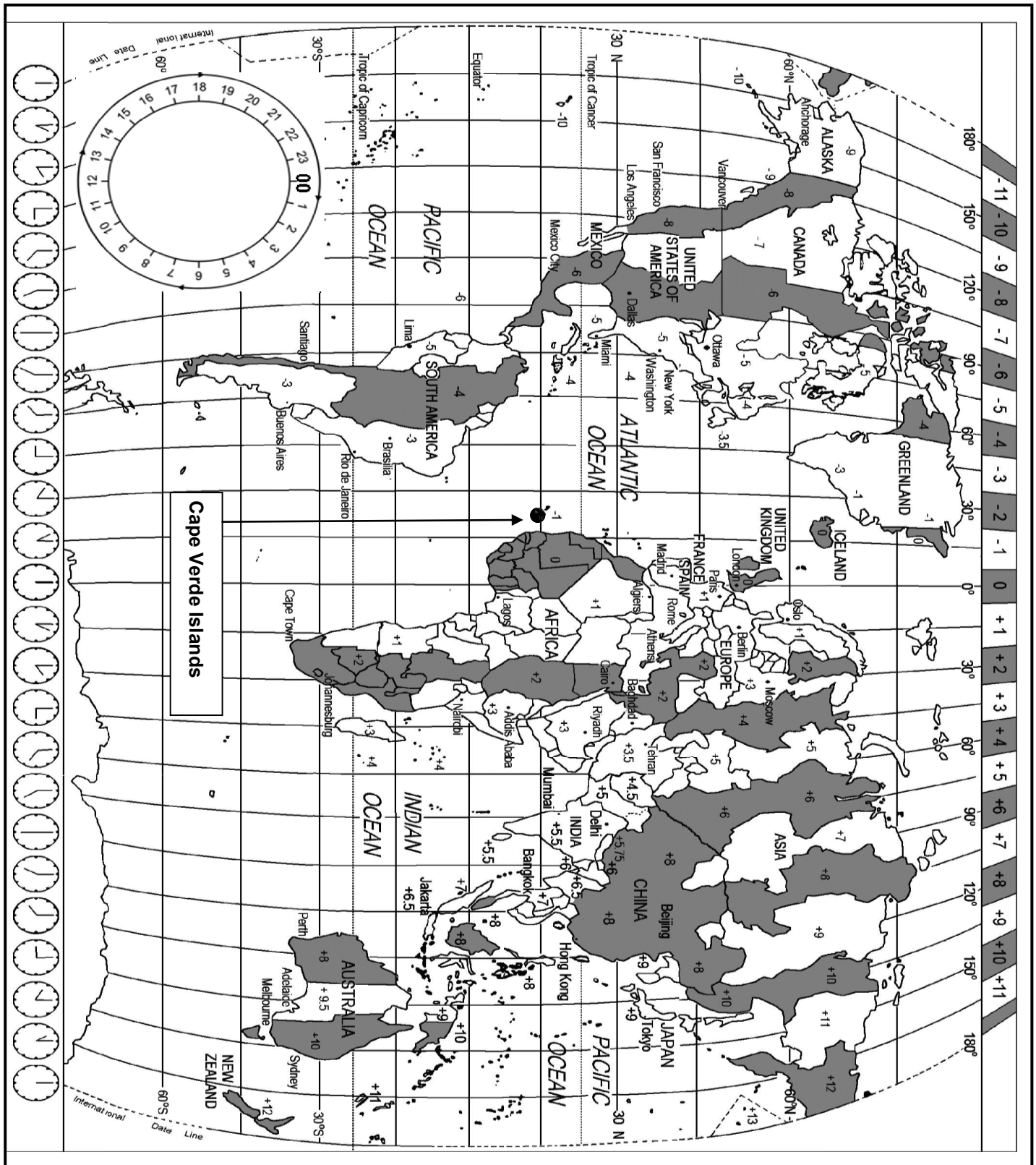
TOTAL SECTION A: 40



SECTION B: MAP WORK AND TOUR PLANNING; FOREIGN EXCHANGE

QUESTION 2

2.1 Study the World Time Zone Map and the given information and answer the questions that follow.



Mr and Mrs Vermaak got married recently and travelled to France for their honeymoon. They consulted Tripadvisor before planning their honeymoon. The couple are not arts and culture enthusiasts.

Tripadvisor is a website where travellers can search for and book multiple tourism products and services.

WEB PAGE FROM TRIPADVISOR'S WEBSITE

The screenshot shows the Tripadvisor South Africa homepage. At the top left is the Tripadvisor logo. Below it is a search bar with the text "Where to?" and a dropdown arrow. A navigation menu contains icons and labels for Hotels, Things to do, Restaurants, Flights, Car Hire, and Holiday Homes. Below the menu is a featured advertisement for the Eiffel Tower in Paris, France. The ad is titled "SKIP THE LINE TO THE... EIFFEL TOWER PARIS FRANCE" and lists three tour options with prices and "BOOK NOW" buttons:

- Recommended:** Skip the line to the Eiffel Tower Tour: Hop on Hop Off bus €99
- Private Tour:** Paris Historical walking Tour: Skip the line: Louvre Museum €209
- Romantic River Cruise:** on the River Seine €30

- 2.1.1 Identify FOUR tourism products or services found on the Tripadvisor website. (4)
- 2.1.2 The Vermaaks have decided to visit the Eiffel Tower.
 - (a) Identify the tour they will choose. (2)
 - (b) From the web page, give the cost of the tour that you identified in QUESTION 2.1.2(a). (2)
 - (c) State ONE advantage for the couple for choosing this tour. (2)
 - (d) Recommend ONE other attraction to the couple that will suit their profile. (2)
- 2.1.3 Suggest TWO reasons why the Vermaaks decided to use Tripadvisor to plan for their trip. (4)



2.2 The couple purchased a laptop to the value of R6 500 from a duty-free shop at Charles De Gaulle Airport in France.

They were unsure of which channel they should proceed through when they arrived at OR Tambo International Airport.

2.2.1 Advise the couple on the correct channel they should choose. (2)

2.2.2 Give ONE reason for your answer to QUESTION 2.2.1. (2)

2.2.3 Name the government department responsible for controlling declared items brought into the country. (2)

2.2.4 Name the type of tax the couple will pay. (2)

2.3 Study the information below and use the World Time Zone Map to answer the questions that follow.

ANGELA FLIES TO THE USA

Below is Angela's flight information for her trip from Cape Town to San Francisco.



- Angela flew from Cape Town International Airport to San Francisco.
- Her flight departed from Cape Town at 17:00 on 21 October.
- The flight stopped at the Cape Verde Islands *en route* to San Francisco.
- The total flying time, including the stopover time in the Cape Verde Islands, was 23 hours.

2.3.1 Give ONE reason why the flight stopped at the Cape Verde Islands. (2)

2.3.2 Calculate Angela's time and date of arrival in San Francisco. (6)

2.3.3 After spending some time with family in San Francisco, Angela continued on her trip to Dallas. She arrived in Dallas at 08:00 on 8 January.

Calculate at what time Angela's flight departed from San Francisco if the flight was 3 hours long.

(6)
[38]



QUESTION 3

- 3.1 Study the foreign exchange rate table below and answer the questions that follow.

FOREIGN EXCHANGE RATES			
Rand per foreign currency unit			
CURRENCY	CODE	BANK SELLING RATE	BANK BUYING RATE
US dollar	USD	14.73	14.12
Pound sterling	GBP	19.28	18.29

- 3.1.1 A South African tourist returns from the United Kingdom with £2 500.
Calculate how much the South African will receive in rand. (3)
- 3.1.2 You have a friend who is studying in the United States of America. It is your friend's birthday and you would like to transfer R1 800 into his account as a gift.
Calculate how much your friend will receive in US dollars. (3)

- 3.2 It is important for sustainable tourism to find a balance between the impact on the environment and the economic benefit to the tourism industry.

Write a paragraph to explain how a strong rand would be able to achieve this balance.

Your paragraph must include:

- Sustainable tourism practices
 - A balance between economic and environmental benefits for the tourism industry
 - Job creation (3 x 2) (6)
- [12]**

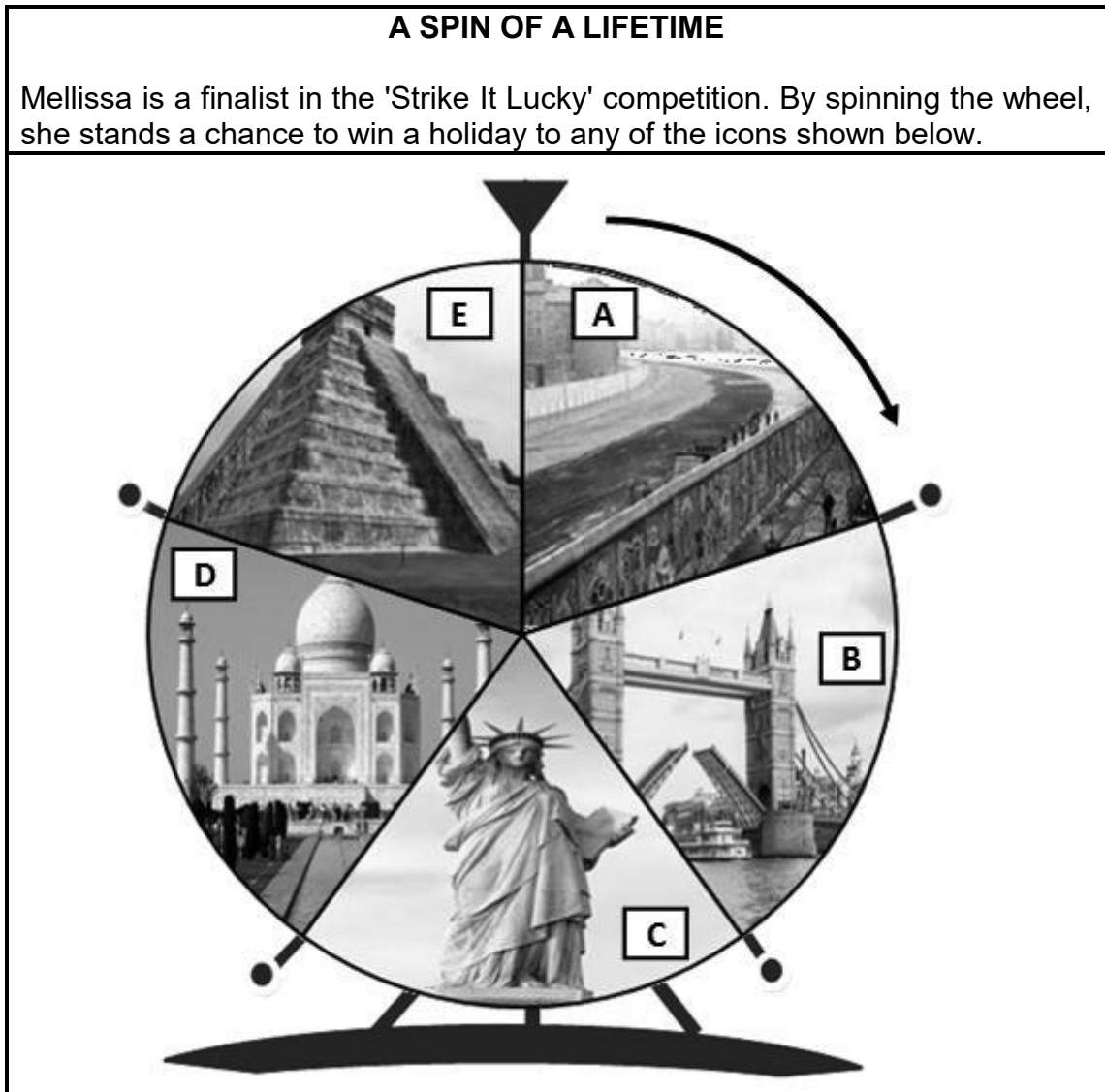
TOTAL SECTION B: 50



SECTION C : TOURISM ATTRACTIONS; CULTURE AND HERITAGE TOURISM; MARKETING

QUESTION 4

4.1 Study the image below and answer the questions that follow.



[Source: www.fotolia.com]

4.1.1 Identify world icons **A** to **E**.

Write down only the letter (**A–E**) and the name of the icon next to the question number (4.1.1) in the ANSWER BOOK. (5)

4.1.2 Icons **A** and **B** are found on the same continent.

Give the name of the continent. (2)

- 4.1.3 World-famous icons are important for the country or city where they are located.

Give ONE reason why each of the icons **A**, **C** and **D** were built.

Write only the answer next to the letter (**A**, **C** and **D**) in the ANSWER BOOK.

(6)

- 4.2 Read the case study below and answer the questions that follow.

CAN AUSCHWITZ BE SAVED?

Many survivors cannot forget the hardships they suffered at Auschwitz. What was thought to be a working camp with showers and doctors to care for the sick, eventually became a death camp with gas chambers and doctors experimenting on humans.

Auschwitz has a very sad and depressing past; however, today the attraction has its own problems with maintenance. Many of the buildings have cracked walls and sinking foundations. Leaking roofs have damaged wooden bunk beds.

Visitor numbers have doubled. On peak days, as many as 30 000 visitors move through the camp's buildings.

Auschwitz is a place of memory; it is not just about history – it is also about the future. The last survivors of the camp will soon die, taking with them memories of what happened at the camp.

[Adapted from www.survivor.com]

- 4.2.1 Name the country where the Auschwitz concentration camp is located. (2)

- 4.2.2 Discuss TWO factors in the extract that contributed to Auschwitz's:

(a) Sad and depressing past (4)

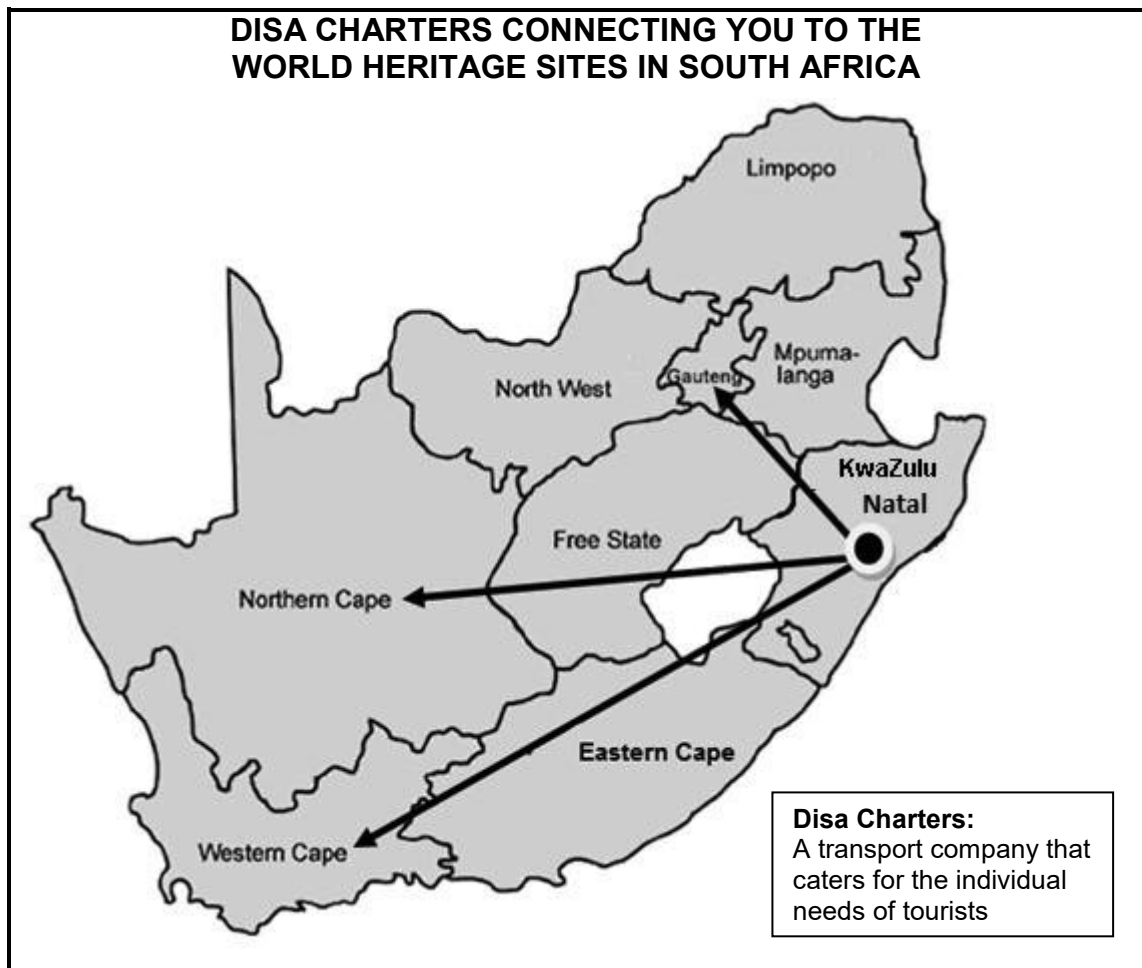
(b) Problems in the present (4)

- 4.2.3 Recommend TWO ways in which Auschwitz can be maintained as a tourist attraction. (4)

[27]

QUESTION 5

5.1 Study the map below and answer the questions that follow.



[Source: www.GlobalSecurity.org]

Disa Charters offers daily flights from KwaZulu Natal to Gauteng, the Northern Cape and the Western Cape.

Name TWO World Heritage Sites tourists will visit when they travel with Disa Charters to EACH of the following provinces:

- 5.1.1 Gauteng (2)
- 5.1.2 Northern Cape (2)
- 5.1.3 Western Cape (2)

5.2 In July 2018 UNESCO declared a new World Heritage Site in South Africa. Disa Charters now needs to add a new route to their existing flight schedule.

Using the map, identify the province where this World Heritage Site is located. (2)



5.3 Disa Charters are offering discounted prices on their airfares to the World Heritage Sites in South Africa. Travel agents are taking advantage by making different tour packages available to the World Heritage Sites.

Discuss TWO ways in which the tour packages to the World Heritage Sites will benefit these travel agencies.

(4)
[12]

QUESTION 6

Refer to the 2019 calendar below and answer the questions that follow.

2019 OCTOBER						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4 	5 
6 	7	8	9	10	11	12
13	14	15 TBCSA Business Breakfast	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

[Source: www.myplanner.org]

6.1 Nhlanhla, a tour operator, blocked out 4–6 October 2019 to attend the travel trade show displayed on the calendar above.

Name the main sponsor of this travel trade show.

(2)

6.2 Name ONE other trade show hosted by SATourism in South Africa annually.

(1)

6.3 Explain THREE objectives of the tourism trade shows held in South Africa annually.

(6)

6.4 Name ONE organisation responsible for South Africa's local and international tourism marketing who will send representatives to attend the meeting on 15 October 2019.

(2)
[11]

TOTAL SECTION C: 50




SECTION D: TOURISM SECTORS; SUSTAINABLE AND RESPONSIBLE TOURISM**QUESTION 7**

7.1 Study the information below and answer the questions that follow.

SERVICE ON TRACK

The waitrons below are employed by Exquisite Rail Luxury Train Company in South Africa. One of the conditions of employment is to portray a professional image at all times.



[Source: www.istockphoto.com]

7.1.1 In the picture, identify TWO ways in which the waitrons display professionalism in the workplace. (4)

7.1.2 The contract of employment specifies the dress code for the waitrons but does not include compensation (money) for uniforms. The waitrons in the above picture feel the only way they can adhere to the dress code is if they receive a uniform allowance.

Explain ONE reason why the two employees feel entitled to a uniform allowance. (2)



7.2 Read the dialogue below and answer the questions that follow.

DOING RIGHT BY OUR VALUED PASSENGERS

Passengers on Exquisite Rail deserve excellent standards. This includes the conduct of crew members employed by the company.

The conversation below is about the do's and don'ts for crew members working on a luxury train.

Trainee: How should crew members conduct themselves with the guests when working on a luxury train?

Trainer: 1. A crew member should never argue with a guest. Instead, any complaints lodged by a guest need to be reported to the supervisor immediately.

2. Never invite a guest into the crew quarters and never accept invitations to socialise with guests.

3. Be aware that parents with young children may misinterpret crew interaction with their children.


4. A crew member must be careful not to give too much attention to one particular guest when it comes to service delivery, as this can be misinterpreted.

- 7.2.1 Choose the correct option within brackets.
The training above forms part of the company's (code of conduct/
annual service bonus). (2)
- 7.2.2 Explain ONE reason why Exquisite Rail conducts this type of
training session regularly. (2)
- 7.2.3 Identify TWO examples of crew behaviour in the dialogue that
could be considered a violation of the code of conduct. (4)
- [14]**



QUESTION 8

8.1 Study the information below and answer the questions that follow.

<p>VOLUNTEER AFRICA</p> <p>Fair Trade Tourism certified</p>  <p>INBOUND SKILLS SECURING A BETTER FUTURE</p> <p>International volunteers and interns become involved in volunteer programmes in rural schools in the Eastern Cape.</p>	
<p>Various voluntours available</p> <p>Combining travel with a week of volunteering</p>	<p>The volunteer programme</p> <p>Teaching computer skills in rural schools; assisting learners to become more employable after completing school</p>
<p>Volunteers take part in</p> <p>Community development initiatives:</p> <ul style="list-style-type: none"> • Adult computer literacy • Youth sports development 	<p>Other programmes include</p> <ul style="list-style-type: none"> • Community preschool programme • Orphanage project
<p>[Adapted from www.volunteerforever.com]</p>	

8.1.1 Explain the term *voluntourism*. (2)

8.1.2 Identify the pillar of the triple bottom line highlighted in the volunteer programmes. (2)

8.1.3 Explain the role of Fair Trade Tourism in this programme. (2)



8.1.4 In a paragraph, discuss the impact of voluntourism on community development.

The paragraph must include:

- Education
- Skills development
- In the Spirit of *Ubuntu* (3 x 2) (6)



8.2 Read the code of conduct for responsible tourism below and answer the questions that follow.

CODE OF CONDUCT FOR INBOUND INTERNATIONAL TOURISTS	
<div data-bbox="268 392 331 454" style="border: 1px solid black; padding: 2px; width: 30px; float: left; margin-right: 5px;">A</div> 	<ul style="list-style-type: none"> • Research South Africa before arrival. • Learn a few words in the local language. • Learn about the cultures of the area.
 <div data-bbox="466 936 529 999" style="border: 1px solid black; padding: 2px; width: 30px; float: right; margin-left: 5px;">B</div>	<ul style="list-style-type: none"> • Support locally made crafts. • Support community outreach programmes. • Support local businesses.

- 8.2.1 Explain ONE way in which a tourist shows responsible behaviour by learning a few basic words in the local language. (2)
- 8.2.2 Give ONE reason why supporting local businesses in **B** is economically responsible. (2)

[16]

TOTAL SECTION D: 30



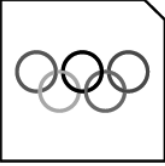
**SECTION E: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM;
COMMUNICATION AND CUSTOMER CARE**


QUESTION 9

9.1 Study the information below and answer the questions that follow.

THE YOUTH OLYMPIC GAMES 2020
Lausanne, Switzerland
9–22 January 2020

The Youth Olympic Games (YOG) is a major international multisport event and cultural festival for teenagers held every four years. At the heart of this project are the main concepts of sustainability and responsibility. It also focuses on involving the youth between the ages of 15 and 18.

**LAUSANNE
2020**  **YOUTH
OLYMPIC
GAMES**

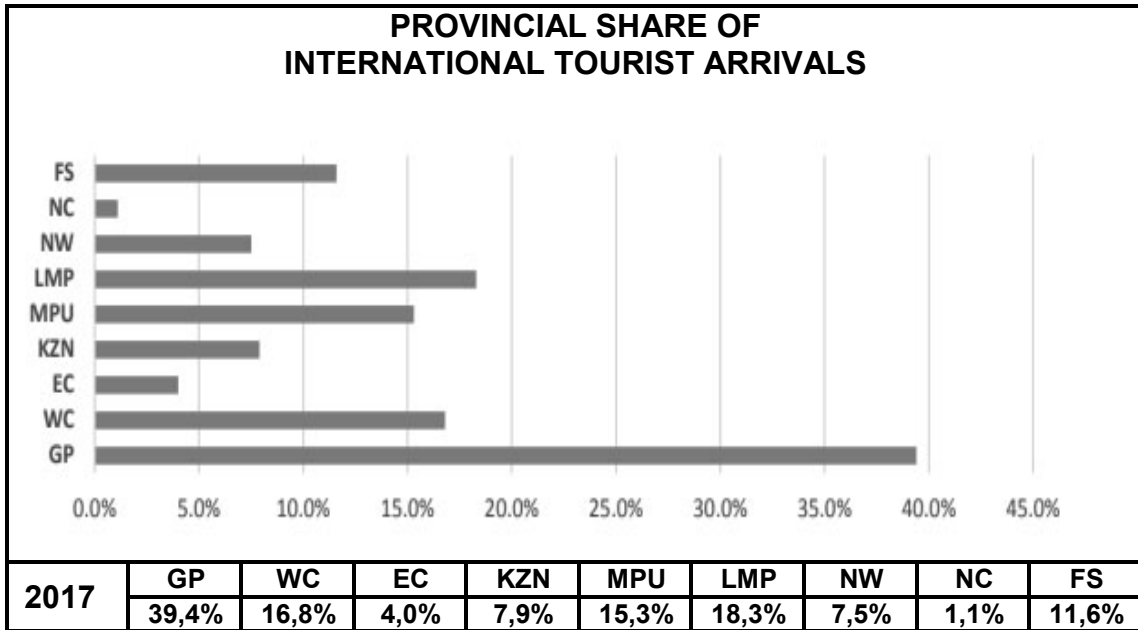


[Source: <https://www.lausanne2020.sport>]

- 9.1.1 Identify the major sports code teenagers will participate in at the winter Youth Olympic Games. (2)
- 9.1.2 Give ONE reason why this event is held in the European winter every year. (2)
- 9.1.3 Explain TWO characteristics of this event that makes it unique in comparison with other Olympic Games. (4)
- 9.1.4 The event attracts young people from across the world.
Recommend TWO ways in which the host city can manage such large numbers of international teenage visitors. (4)
- 9.1.5 Suggest TWO ways in which the young visitors can be made aware of the importance of sustainability when visiting environmentally sensitive areas in the Lausanne area. (4)



9.2 Study the statistics in the bar graph and table below and answer the questions that follow.

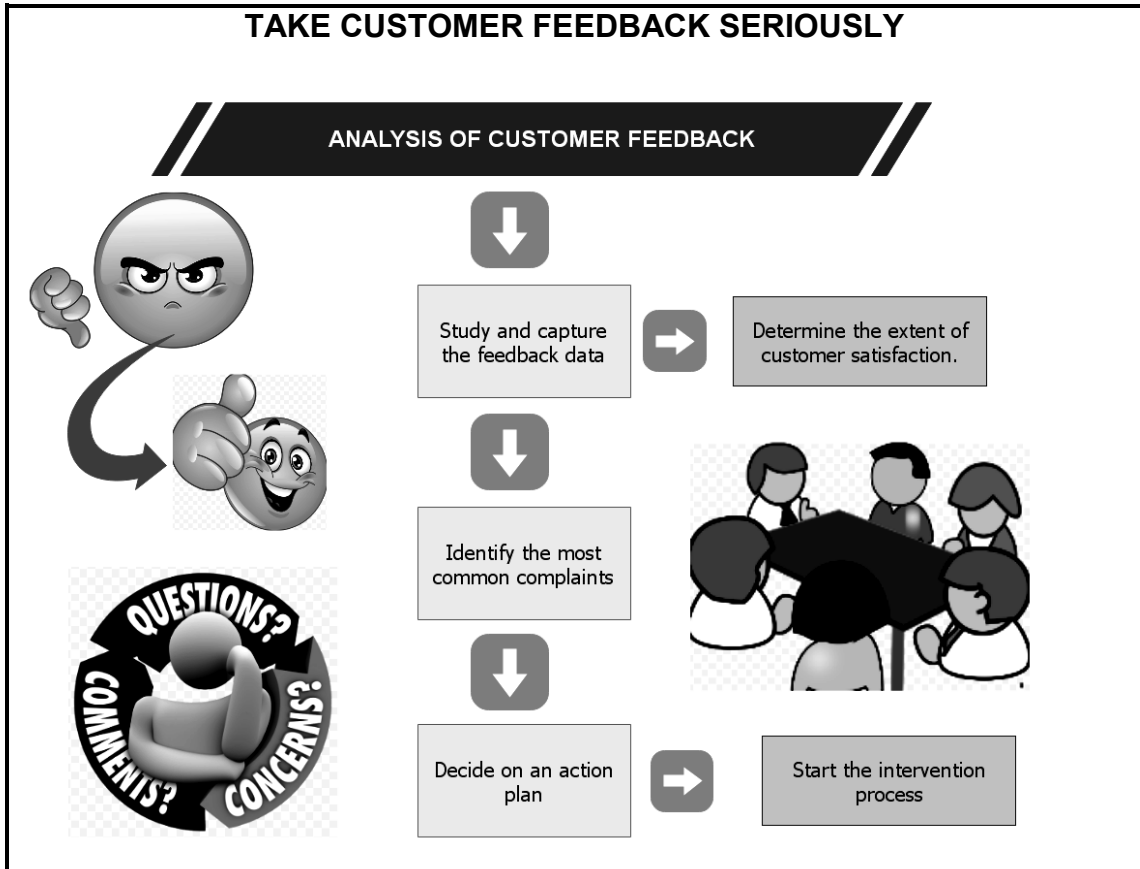


- 9.2.1 Identify in the graph above the province that received the largest volume of tourists in 2017. (2)
 - 9.2.2 Give ONE reason for the trend in QUESTION 9.2.1. (2)
 - 9.2.3 Give the percentage of visitors to Limpopo. (2)
 - 9.2.4 Limpopo shares a border with Zimbabwe.
Explain why Limpopo's location attracts high visitor numbers in comparison to other provinces. (2)
- [24]**



QUESTION 10

10.1 Study the infographic below and answer the questions that follow.



[Source: Own graphics]

Give ONE reason why tourism product owners must NOT ignore customer complaints. (2)

10.2 Explain the difference between the *action plan* and the *intervention process*. (4)
(2 x 2) [6]

TOTAL SECTION E: 30
GRAND TOTAL: 200



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

TOURISM

NOVEMBER 2020

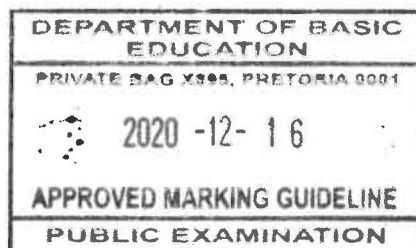
MARKING GUIDELINES

MARKS: 200

Approved 16/12/2020
Suz L. Punt
External Moderator

Rodney John Amalusi
Rodney John Amalusi

These marking guidelines consist of 16 pages.



Mhanda
Internal Moderator
16/12/2020

Elzabe Engelbrecht
Chief Examiner
16/12/2020

INFORMATION FOR MARKERS

TOPICS IN THE TOURISM CAPS		ABBREVIATION
Topic 1	Tourism sectors	TS
Topic 2	Map work and tour planning	MTP
Topic 3	Tourism attractions	TA
Topic 4	Sustainable and responsible tourism	SR
Topic 5	Domestic, regional and international tourism	DRI
Topic 6	Culture and heritage tourism	CH
Topic 7	Foreign exchange	FX
Topic 8	Communication and customer care	CC
Topic 9	Marketing	M

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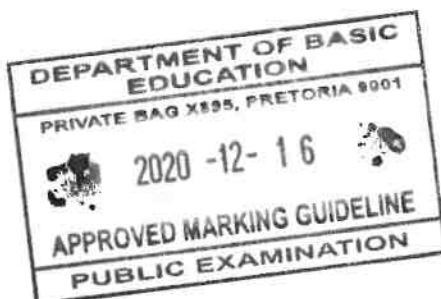
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Handwritten signatures and initials, including 'Suh' and 'JP'.

SECTION A: SHORT QUESTIONS

QUESTION 1

1.1	1.1.1	C✓/Yellow fever	MTP	
	1.1.2	D✓/the local time of the destination city.	MTP	
	1.1.3	C✓/goods and services produced in a country annually.	FX	
	1.1.4	B✓/causes changes to the day and date of a country.	MTP	
	1.1.5	D✓/Because of the size of the country.	MTP	
	1.1.6	D✓/Great Pyramids of Giza	TA	
	1.1.7	A✓/Niagara Falls	TA	
	1.1.8	C✓/Israel.	TA	
	1.1.9	C✓/universal	TA	
	1.1.10	A✓/ Protection and development of World Heritage Sites	CH	
	1.1.11	B✓/Certificate of service	TS	
	1.1.12	A✓/Personal hygiene	TS	
	1.1.13	C✓/payment at double the normal rate.	TS	
	1.1.14	D✓/environmentally friendly.	SR	
	1.1.15	B✓/a corporate social investment.	SR	
	1.1.16	D✓/Excellent	CC	
	1.1.17	A✓/14 million.	DRI	
	1.1.18	B✓/Outbreak of COVID-19	DRI	
	1.1.19	C✓/percentage of the industry earned through inbound tourism to South Africa.	DRI	
	1.1.20	C✓/Internet	DRI	
			(20 x 1)	(20)
1.2	1.2.1	severe droughts✓	DRI	
	1.2.2	inadequate flights✓	DRI	
	1.2.3	film permits✓	MTP	
	1.2.4	canned hunting✓	SR	
	1.2.5	negative perceptions✓	DRI	(5)
1.3	1.3.1	brand✓	TS	
	1.3.2	choosing a name✓	TS	
	1.3.3	logo✓ / slogan	TS	
	1.3.4	Marketing material✓	TS	
	1.3.5	customer service policy✓	TS	(5)



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1.4	1.4.1	B✓/social media	CC
	1.4.2	A✓/feedback cards	CC
	1.4.3	D✓/interviews	CC
	1.4.4	F✓/SMS messaging	CC
	1.4.5	C✓/e-mail responses	CC (5)
1.5	San Francisco✓ / -8		MTP
	Rio de Janeiro✓ / -3		MTP
	London✓ / 0		MTP
	Cape Town✓ / +2		MTP
	Dellhi✓ / +5.5		MTP (5)

Note: Marks to be awarded for the correct order from west to east (or from left to right).

TOTAL SECTION A: 40



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 SVh
 [Signature]
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SECTION B: MAP WORK AND TOUR PLANNING; FOREIGN EXCHANGE**QUESTION 2**

- 2.1 2.1.1 Transport ✓
Restaurants ✓
Hotels ✓
Things to do ✓
• Holiday homes
• Car hire
• Booking tours
• Booking flights
- MTP (4)
- Note: Accept examples as given in the information.*
- 2.1.2 (a) Skip the Line Eiffel Tower tour ✓✓
• Hop on Hop off bus
- MTP (2)
- (b) €99 ✓✓
- MTP (2)
- (c) The Vermaaks will not have to waste time standing in a long line as they have made prior arrangements with the attraction to skip the line. ✓✓
• Advance bookings and on-line check-in.
• They would also see other attractions of the city when on the hop on hop off bus.
• It suits the preferences of the couple.
- MTP (2)
- (d) Romantic Cruise on the River Seine ✓✓
- MTP (2)
- 2.1.3 It saves time, they can do all their travel bookings on-line. ✓✓
It is much cheaper than using a travel agent as all their bookings are done by themselves on-line through the use of technology. ✓✓
• It gives them an opportunity to do comparisons and choose what suits them best in all respects of their travel.
• They can consult reviews of other travellers.
• TripAdvisor is a reputable on-line provider.
- MTP (4)
- 2.2 2.2.1 Red channel ✓✓
- MTP (2)
- 2.2.2 They have bought electronic equipment worth more than R5 000 and will have to declare it to customs according to South Africa's custom regulations. ✓✓
- MTP (2)
- 2.2.3 Customs and Immigration ✓✓
• SARS
• National treasury
- MTP (2)



SVh
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2.2.4 Customs duty ✓✓ MTP (2)
 • Excise duty [24]

2.3 2.3.1 The flight will stop over en-route to the final destination at Cape Verde airport for re-fuelling or re-stocking. ✓✓ MTP (2)
 • The airline may drop off or collect more passengers.
 • The airline may change the crew.
 • The passengers would be in transit / get a connecting flight.

2.3.2	Cape Town +2	San Francisco - 8	MTP
	Time difference	= 10 hours ✓ = 17:00(-✓) 10 hours	
	Time in San Francisco	= 07:00 ✓	
	Flying time	= 07:00 (+✓) 23 hours	
	Arrival time	= 06:00 ✓ 22 October ✓	(6)
	OR		
	06:00 ✓✓✓✓✓ 22 October ✓		

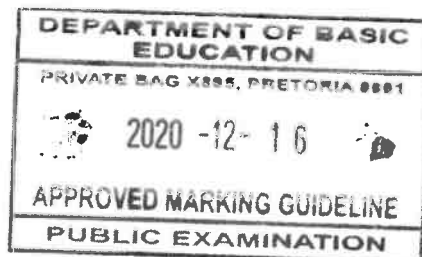
2.3.3	Dallas - 6	San Francisco - 8	MTP
	Time difference	= 2 hours ✓ = 08:00(-✓) 2 hours	
	Time in San Francisco	= 06:00 ✓	
	Flying time	= 06:00 (-✓) 3 hours = 03:00 ✓✓	(6)
	OR		
	03:00 ✓✓✓✓✓✓		

[12]

QUESTION 3

3.1	3.1.1	GBP2500 x ✓ 18,29 ✓	= ZAR45 725 ✓	FX	(3)
		OR			
		ZAR45 725 ✓✓✓			
	3.1.2	ZAR1 800 ÷ ✓ 14,73 ✓	= USD122,20 ✓	FX	(3)
		OR			
		USD122,20 ✓✓✓			

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SVh
[Signature]
W.P.

3.2

Sustainable tourism practises

FX

Businesses can upgrade the facilities and buildings by ploughing the profits back and make their tourism business more competitive and thus more sustainable in the long term. ✓✓

- A strong rand will generate more profit locally to encourage aggressive marketing locally and globally for sustainability of the tourism sector.
- The strong rand sets the multiplier effect into motion thereby expanding business opportunities for sustainability of the tourism sector.
- A strong rand creates opportunities for domestic travel. Fewer international tourists visiting South Africa; however, tourism becomes more sustainable through domestic income / prevents leakages.

A balance between economic and environmental benefits for the tourism industry.

A strong rand means that tourism businesses will generate more profits and they need to use these profits to make their businesses more environmentally friendly. ✓✓

- The discerning tourist will support tourism businesses that are eco-friendly.
- Although initial costs may be high, environmentally friendly measures will ultimately lower operational costs.
- A strong rand will result in less tourist coming to South Africa. This decrease in tourism will mean less air-pollution by aircraft and less land and sea pollution. It will lead to a more sustainable environment to live in (reduces impact of mass tourism).

Job creation

A strong rand means South Africans have more disposable income to spend on tourism products setting the multiplier effect in motion creating more jobs. ✓✓

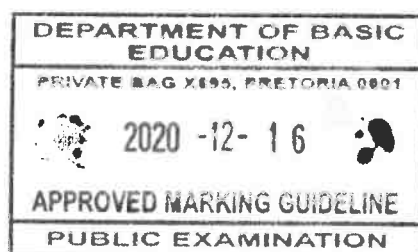
(6)

- Increase in investor confidence will result in more employment opportunities. (3 x 2)

Note: Consider answers from international and domestic perspectives.

[12]

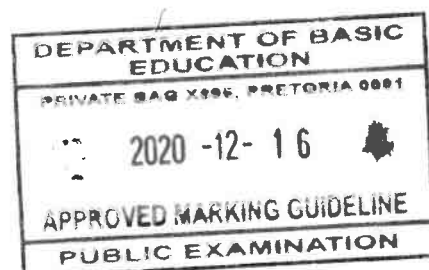
TOTAL SECTION B: 50



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**SECTION C: TOURISM ATTRACTIONS; CULTURE AND HERITAGE
TOURISM; MARKETING****QUESTION 4**

- 4.1 4.1.1 A- Berlin Wall✓
B- Tower Bridge✓
C- Statue of Liberty✓
D- Taj Mahal✓
E- Chichen Itza✓ MTP (5)
- 4.1.2 Europe✓✓ MTP (2)
- 4.1.3 A- Divides Germany into two parts, east and west. ✓✓
• The wall represents a lack of freedom of movement between East and West Germany.
• It represents the Cold War.
• Capitalism versus communism.
- C- Represents the freedom and the democracy of the United States of America ✓✓
• The statue represents a new beginning in the lives of the North Americans and immigrants to the USA.
• It was a gift from France.
- D- A symbol of love built by an emperor in honour of his wife. ✓✓ (6)
- 4.2 4.2.1 Poland✓✓ MTP (2)
- 4.2.2 (a) **Sad and depressing past** MTP
Many Jews thought they were moving to a work camp only to realise it was in fact a death camp where several prisoners were exterminated (killed) daily. ✓✓
Showers disguised as gas chambers which expelled lethal gas killed the prisoners. ✓✓ (4)
• Doctors carried out fatal medical experiments on the prisoners.
- (b) **Problems in the present** MTP
The buildings are deteriorating. ✓✓
Increased visitor numbers / mass tourism contributes to the deterioration of the attraction. ✓✓ (4)
• Cracked walls
• Sinking foundations
• Leaking roofs have damaged the bunk beds.



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- 4.2.3 Have the icon closed for certain parts of the year allowing for recovery time. ✓✓ MTP
 Limit the number of visitors to the attraction. ✓✓ (4)
 • Intensify global campaigns to donate money towards restoration projects at Auschwitz.

Note: Accept examples that can be linked to factors that contribute to the success of an attraction.

Factors contributing to the success of a tourist attraction:

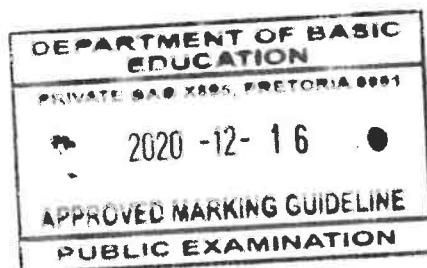
- Excellent marketing of tourism products locally and / or internationally
- Sustainable and responsible management plans
- Efficiency and ethical behaviour of staff and management
- Positive experience of visitors
- Safety and crime prevention
- General appearance and upkeep of the attraction
- Considering the needs of people with disabilities
- Universal access

[27]

QUESTION 5

- 5.1 5.1.1 Cradle of Humankind ✓✓ CH (2)
 • Fossil Hominid Sites of South Africa
 • Swartkrans
 • Sterkfontein caves
 • Kromdraai
 • Maropeng
- 5.1.2 Richtersveld Cultural and Botanical Landscape ✓ CH (2)
 †Khomani Cultural Landscape ✓
Note: Accept any order
- 5.1.3 Cape Floral Region Protected Areas ✓ CH (2)
 Robben Island ✓
Note: Accept any order
- 5.2 Mpumalanga Province ✓✓ CH (2)
- 5.3 Increase in profitability for the travel agency. ✓✓ CH (4)
 There will be an increase in demand for tourism products and services in turn expanding the business. ✓✓
 • Expansion of their business and their profile / increase in repeat visits.
 • Increase in local and international awareness / marketing.
 • More opportunities for special interest tourists.

[12]



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QUESTION 6

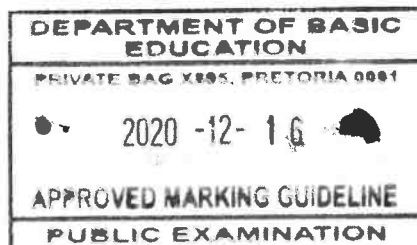
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|-----|---|--------------|
| 6.1 | Getaway Magazine ✓✓ | M (2) |
| 6.2 | Africa's Travel INDABA ✓
• Tourism Indaba | M (1) |
| 6.3 | They serve as marketing opportunities to promote South Africa. ✓✓
To showcase the Southern African region to the world. ✓✓
Create platforms to discuss tourism industry trends. ✓✓
• Getaway Shows advertise outdoor products.
• Serves as networking opportunities for all visiting stakeholders.
• Attract potential investors and grow the economy. | M

(6) |
| 6.4 | SATourism ✓✓
• Provincial tourism authorities
• The national/provincial Departments of Tourism | M (2) |

[11]

TOTAL SECTION C: 50

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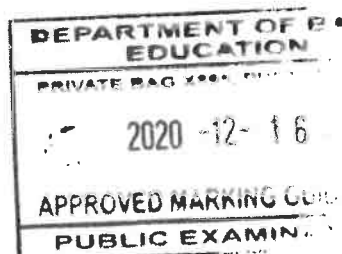


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SECTION D: TOURISM SECTORS; SUSTAINABLE AND RESPONSIBLE TOURISM**QUESTION 7**

- 7.1 7.1.1 Well groomed – cleanly shaven, hair tied back. ✓✓ TS
A neat and tidy dress code as prescribed by their employer. ✓✓ (4)
- Formal dress code with a bow tie.
 - They are smiling indicating friendliness with good eye contact.
 - Both use a tray to serve drinks on.
 - A dish cloth hangs loosely over the arm, meeting the specifications of the job.
 - Their appropriate physical appearance.
- Note: Accept examples of professional image.*
- 7.1.2 The dress code is part of their contractual agreement and there should be some form of compensation to continually maintain the professional look. ✓✓ TS (2)
- It should not be expected of employees to purchase their own uniform for work as they have to comply to the uniform dress code.
 - They might feel if the restaurant wants to uphold its good image, they must ensure the waitrons are appropriately dressed by giving them a subsidised amount for clothing.
 - They are on duty many consecutive nights and need more sets of uniform.
 - Washing and cleaning the uniform so often can be very costly.
 - Wear and tear of the uniforms must be considered.
- 7.2 7.2.1 Code of Conduct ✓✓ TS (2)
- 7.2.2 The service industry requires constant up-skilling and training. ✓✓ TS (2)
- The training is personalised addressing individual skills needs.
 - There is a constant reminder of the do's and the don'ts.
 - Maintains the professional image of Exquisite Rail.
 - To minimise legal issues.
- 7.2.3 Arguing with a guest. ✓✓ TS
Inviting a guest into a crew area. ✓✓ (4)
- Accepting invitations to socialise with a guest.
 - Inappropriate interaction with children.
 - Being overly attentive (giving too much attention) to one particular guest.

[14]

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QUESTION 8

- 8.1.1 They are tourists who spend part of their holiday time offering their services without compensation and skills to the area they are visiting. ✓✓ SR (2)
- Tourists give back to the local community as part of their social responsibility.
- 8.1.2 Social pillar ✓✓ SR (2)
- People pillar
- 8.1.3 They are an accreditation body that provides certification to businesses that comply with the triple bottom line. ✓✓ SR (2)

Note: Accept any examples linked to the 6 principles of FTT.

- **Fair share:** all participants involved in a tourism activity should get their fair share of the income
- **Democracy:** all participants in a tourism activity should have the right and the opportunity to participate in decisions that concern them.
- **Respect:** both host and visitor should have respect for human rights. (Safe working conditions, protection of children, promoting gender equity, protect environment, HIV awareness)
- **Reliability:** Service delivered should be reliable (quality and value for money)
- **Transparency:** Ownership of tourism activities must be clearly defined, equal access to information, sharing of profits.
- **Sustainability:** Increase knowledge through capacity-building; improve use of available resources through networking and partnerships.

- 8.1.4 **Education:** SR
 A program to teach pre-schoolers in the community is implemented. ✓✓
 • Teaching scholars computer skills.

Skills development:

The computer literacy levels of adults in the community are raised through basic computer skills. ✓✓

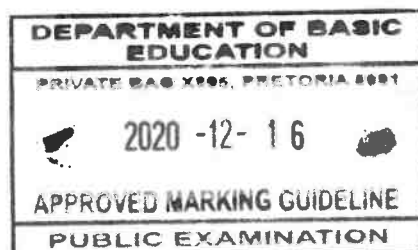
- Skills levels of teenagers are improved in sport.
- Computer skills are taught to children.

In the Spirit of Ubuntu:

Support is given to the local orphanage. ✓✓ (3 x 2) (6)

- Being part of a community pre-school programme.
- Supporting the youth through sports development.

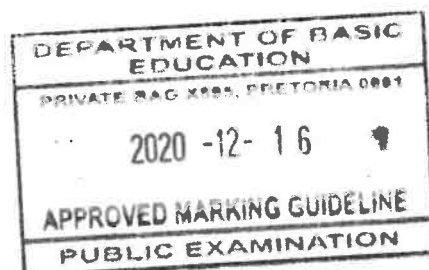
Note: Accept intangible examples.



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- 8.2 8.2.1 **Learning a few basic words in the local language** SR (2)
It shows respect towards the local community. ✓✓
- Facilitates communication with members of the local community.
 - Create a positive rapport (connection) with the local community members.
 - Contributes to an authentic tourist experience.
- 8.2.2 There will be a flow of foreign investment into the rural community. ✓✓ SR (2)
- The local community will earn a higher income to support their families.
 - The multiplier effect will see money circulate within the local economy.
 - Avoid leakages from the local community.
 - Minimises exploitation of the local people.

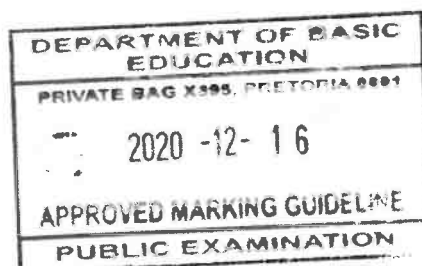
[16]

TOTAL SECTION D: 30

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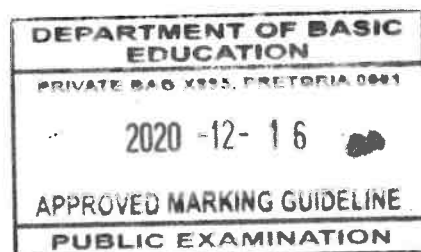
**SECTION E: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM;
COMMUNICATION AND CUSTOMER CARE****QUESTION 9**

- 9.1 9.1.1 Skiing ✓✓ DRI (2)
- Snow / ice / alpine sports
 - Bobsleigh / sledging / tobogganing
 - Ice hockey / Ice skating
 - Snow boarding
 - Speedskating
 - Curling
 - Cross-country skiing
 - Ski jumping
- Note: Accept any examples related to snow/ice sport.*
- 9.1.2 This is when there is enough snow on the mountains in Switzerland to host the games. ✓✓ DRI (2)
- There is enough snow and ice during this time.
 - Many countries across Europe experience snow in the winter months, therefore hosting of the event can be shared by multiple countries.
- 9.1.3 It is focussing on the youth from the ages of 15 to 18. ✓✓
The games include a cultural festival and instil cultural pride. ✓✓ DRI (4)
- The event helps to make the youth aware of sustainable practices and responsible tourism.
 - The event ensures that the youth becomes responsible future tourists.
 - There has to be snow in winter for the Games to take place.
 - A new code could have been added at the Youth Olympic Games and not at other Olympics.
- 9.1.4 Keep them occupied by arranging educational and recreational activities in between sporting items. ✓✓
Ensure that all products and service offerings meet the needs and preferences of young people. ✓✓ DRI (4)
- Ensure all participants and visitors to the event are identifiable.
 - Ensure there is sufficient internet connectivity.
 - Caution taken with age restricted materials.
 - Have psychological support structures in place.
 - Ensure adequate security and supervision in the Olympic villages.
 - Various other venues can be used for activities to minimise the impact of mass tourism.



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- 9.1.5 Promote environmental awareness of the area pre/during and post event. ✓✓ DRI
Use technology such as QR codes on water bottles, equipment and on transport to spread the message on how to preserve the environment. ✓✓ (4)
- Place interpretation panels in the area with information on environmentally sensitive places to create awareness.
 - Show information videos and distribute pamphlets in the eating and recreational areas of the Olympic villages to encourage responsible behaviour.
 - Create volunteering opportunities in between sporting items.
 - Visible signage showcasing good environmental practises.
- Note: Accept examples of sustainable practices.*
- 9.2 9.2.1 Gauteng ✓✓ DRI (2)
- Gauteng province
 - GP
- 9.2.2 Gauteng is the gateway into Southern Africa. ✓✓ (2)
- The majority of international flights land at OR Tambo International Airport.
 - Johannesburg is a business, shopping and entertainment hub.
 - Johannesburg is the economic hub of South Africa.
- 9.2.3 18,3% ✓✓ (2)
- 9.2.4 Limpopo borders another country and all visitors from neighbouring SADC countries are considered tourists. ✓✓ (2)
- Large numbers of tourists cross the Beit Bridge border into South Africa from countries that share borders with South Africa.
 - The reasons of back and forth traffic across the Beit Bridge border post is not necessarily for tourism purposes but also for shopping and other activities.



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QUESTION 10

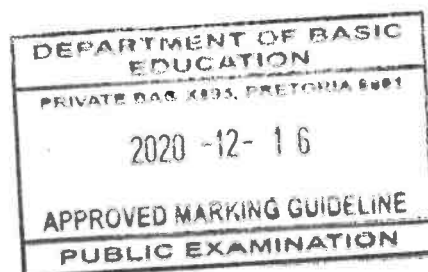
- 10.1 If customers' complaints are not addressed, they may choose to take their business elsewhere which may result in financial losses for the business. ✓✓ (2)
- Customers may spread negative word of mouth about the business and the business may face financial ruin.
 - If complaints are addressed, it will ensure customer loyalty.
 - The business will lose its competitive advantage.

- 10.2 A plan of action that a business develops to address the common complaints by the customers. ✓✓

The intervention process refers to the plan that was put into action to ensure the continued success of the business. ✓✓ (4)
[6]

TOTAL SECTION E: 30
GRAND TOTAL: 200

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