

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	TOURISM
QUESTION PAPER	1
DURATION OF QUESTION PAPER	3 HOURS
PROVINCE	EASTERN CAPE
NAME OF THE INTERNAL MODERATOR	MR T. VILJOEN
NAME OF THE CHIEF MARKER	MR V. NOGEMANE
DATES OF MARKING	29 NOVEMBER 2024 -12 DECEMBER 2024
HEAD OF EXAMINATION:	MR E MABONA

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

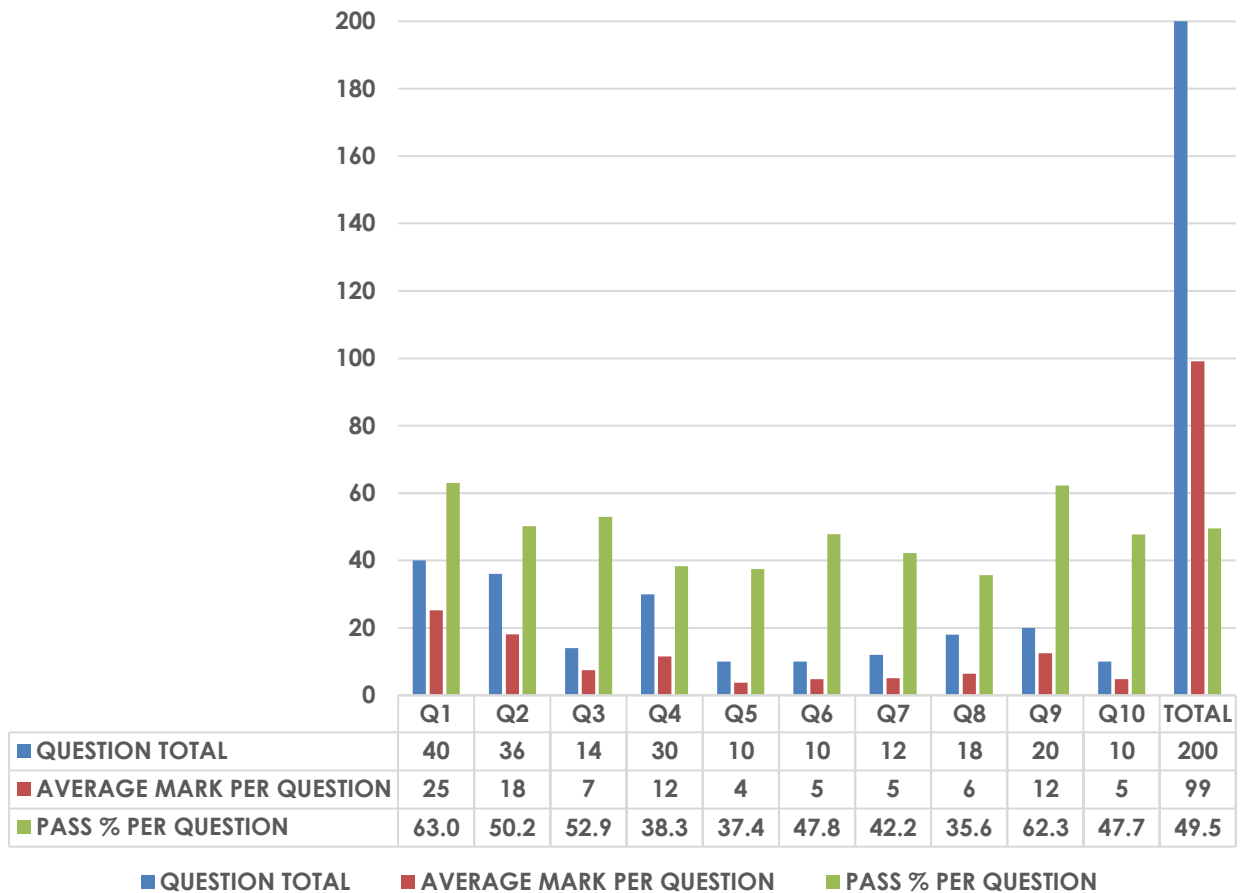
The overall performance of candidates in the 2024 Tourism Examination can be considered fair. Both teachers and candidates generally regarded the question paper as fair and appropriate.

A total of 29,511 candidates wrote the Tourism examination in the Eastern Cape Province in 2024, an increase of 3,757 candidates compared to 2023. The average performance of a sample of 100 scripts was 49%, which is 8% higher than the performance of the 2023 NSC cohort.

The question paper required extensive preparation and the ability to analyze abstract text and apply knowledge effectively. Despite this, some candidates still lacked the basic skills and knowledge necessary to answer middle to higher-order questions. During the marking process, it became evident that many candidates did not read questions thoroughly before answering. Common errors included leaving questions unanswered, repeating questions as answers, and partially completing questions before moving on to others. Teachers must emphasize the importance of reading and understanding the instructions provided on Page 2 of the question paper.

Additionally, some candidates' responses revealed a lack of familiarity with the 2021 Examination Guidelines, which needs to be addressed to better prepare the 2025 cohort.

100 Script Sample



Performance Analysis:

1. **Question 1 (Average: 63.0%)**
This question had the highest average score, indicating that most candidates demonstrated a strong understanding of the topics covered. It suggests the content was either well-taught or straightforward for students to comprehend and answer.
2. **Question 2 (Average: 50.2%)**
While the performance was above the benchmark of 50%. This indicates that the question required more critical thinking challenging some candidates.
3. **Question 3 (Average: 52.9%)**
Candidates were moderately comfortable with the content, though some struggled to achieve higher marks.
4. **Question 4 (Average: 38.3%)**
This question showed a noticeable drop in performance, reflecting challenges in content understanding and the ability to respond to the specific demands of the question.
5. **Question 5 (Average: 37.4%)**
Similar to Question 4, this question had a low average. It highlights that candidates may have struggled with a lack of preparedness in this area of the syllabus.
6. **Question 6 (Average: 37.4%)**
This question mirrored the performance of Question 5, further indicating difficulties in content knowledge.
7. **Question 7 (Average: 42.2%)**
A slight improvement was observed in this question, though performance remained below satisfactory levels.
8. **Question 8 (Average: 35.6%)**
This question had the lowest average, showing a clear need for intervention.

9. **Question 9 (Average: 62.3%)**

This question had the high average score.

10. **Question 10 (Average: 47.7%)**

The performance here was moderate, slightly below the overall average. It suggests that while some candidates could manage the demands, others struggled.

Overall Performance of the 100 sample:

- **Total Marks Scored: 99/200**
- **Average Score: 49.5%**

The overall average indicates that candidates were just below the 50% mark. While some questions, like Questions 1 and 9, were well-answered, others, such as Questions 4, 5, 6, and 8, highlight specific areas where candidates lacked understanding and struggled with application.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

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

Overall, Question 1 was well answered. Candidates who had prepared well for the exam excelled in this question due to their knowledge of concepts and terminology. However, some candidates lost marks for not following instructions and incorrect numbering. Additionally, some candidates provided two answers for the same question, resulting in the first answer being marked, and the second answer being disregarded.

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

Learners must be taught to carefully follow the instructions for each question, such as "write only the correct letter." Regular practice with short questions should be conducted weekly in class to reinforce this skill. Teachers should also focus on teaching learners how to eliminate distractors in multiple-choice questions, selection questions and matching questions. Analysing the pictures or text in short questions is crucial for achieving good marks.

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

Learners must be taught to fully complete a question, such as 1.1.1 to 1.1.20, 1.2, 1.3, and 1.4, without leaving any part incomplete before moving on to the next question. Learners must be taught to write the chosen letter clearly, using either lowercase or uppercase consistently, and avoid mixing both styles in their responses.

QUESTION 2 (Summary)

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

Question 2.2.1 Generally well answered. Most candidates were able to determine the Visa required was Schengen Visa.

Question 2.3.1 Generally well answered. Most candidates were able to name items that must be placed in

the safe.

Question 2.3.3 Generally well answered. Most candidates achieved full marks for being able determine safety measures while exploring a foreign city.

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

Candidates may have limited understanding of the concept or lacked practical exposure on different scenarios of calculating Time Zones and applying Day Light Saving Time (DST).

Question 2.1.2 Some candidates lost marks due to not adding the +1 for DST. It is a recurring issue, year after year, that candidates continue to use "am" and "pm" when providing their final answers and thus losing marks. It was also evident that candidates were adding the word "hours" after their calculations. Some candidates wrote "next day, previous day or following day instead of providing a date.

Question 2.1.3 Candidates simply stated "adjusting the watch by 1 hour" without explaining that the time must be moved forward. Very few candidates recognized that no adjustment to the watch was necessary.

Question 2.1.4 Most candidates could not recognize that, despite the flight being 11 hours long, there was only a 1-hour time zone difference between Paris and South Africa. This meant the team would have experienced jet fatigue rather than jet lag. However, many candidates incorrectly chose jet lag, and their reasoning in part (b) of the question was more aligned with jet fatigue and therefore gained marks for part (b) but lost marks for part (a).

Question 2.2.2- 2.2.3 Although most candidates could correctly identify the visa required for the journey in Question 2.2.1, they struggled to explain why the visa needed to be applied for in France in Question 2.2.2. Furthermore, many candidates had difficulty providing two substantial advantages in question 2.2.3 for choosing the visa mentioned in Question 2.2.1.

Question 2.3.1 The term "SAFE," referring to a room safe, was misinterpreted by some candidates as relating to personal safety while in the hotel room.

Question 2.3.2 Some candidates provided their answers in bullet points, despite the question's instruction to use full sentences in paragraph format. As a result, these candidates lost marks for providing one-word answers and not adhering to the instruction.

Question 2.4 The majority of candidates did not perform well in this question because they did not provide significant reasons why Cheslin proceeded to the red channel, despite the scenario providing clear clues. While most candidates identified the items exceeding the limit, they merely listed them instead of comparing them to the duty-free amounts. Candidates demonstrated a clear misunderstanding of the distinction between restricted and prohibited goods.

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

Teachers should consistently refer to the Examination Guidelines on page 8 for guidance on the topics of Map Work and Tour planning and the use of action verbs should be practiced every week.


Teachers must keep abreast with the latest developments and current trends in the tourism industry when setting both informal and formal assessment tasks. Encourage learners to develop a glossary of words/terms that are related to Mapwork and Tour Planning. Teachers must emphasize the rules for calculating time and teach learners to apply Daylight Saving Time (DST) when necessary. The addition should be applied from the start of the calculation steps. Each learner should have access to a time zone map to use throughout the year.

<p>Additionally, teachers should ensure that various types of maps are available in the classroom to enhance learners' knowledge of countries and continents.</p>
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<p>Emphasis must be placed on tour plans and route planning, compiling a day-by-day itinerary, compiling a tour budget, health, safety, travel documentation, world time zones and calculation of world times when travelling between countries.</p> <p>A time zone map is provided on page 14 in the Examination Guideline should be used for the interpretation and the understanding of time zones. Learners will be given a scenario/table and should be able to determine whether to apply DST or not. They must understand the impact of time zones and DST on travel planning and travelling.</p> <p>Marks will be allocated for each step used in the calculations. It is advised that learners familiarise themselves with the format of the time zone calculations in the marking guidelines of past question papers. Learners must be familiar with airline terminology.</p> <p>Safety precautions for tourists must be discussed thoroughly using current information. Learners must be familiar with latest documentation required to access travel documents, custom requirements.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>
<p>Question 3 was answered well by the majority of the candidates.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Question 3.1.1 and 3.1.2: Many candidates confused currency symbols with currency codes. Instead of providing the required currency codes, they supplied currency symbols.</p> <p>Questions 3.2 and 3.3: Candidates continue to struggle with determining when to apply the Buying Rate (BBR) and Selling Rate (BSR). Additionally, rounding off to two decimal places remains a challenge for many.</p> <p>Question 3.4.2: Learners had difficulty explaining how hosting the event contributes to an increase in GDP. The question required a discussion, but candidates struggled to apply their classroom knowledge effectively in their responses.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Teachers should display a current currency rate sheet to help learners interpret the Country Name, Currency Name, Currency Code, and Currency Symbol. It is recommended that teachers use the latest forex banking apps for accuracy. Additionally, they should refer to page 8 of the examination guidelines for further guidance.</p> <p>When teaching foreign exchange, teachers must emphasize that all calculations should be rounded off to TWO decimal places in the final answer e.g €1539,09.</p> <p>Teachers should also remind learners to carefully read and follow all instructions before attempting questions.</p>
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<p>Learners must understand when to use the Bank Selling Rate (BSR) and the Bank Buying Rate (BBR) in calculations. They should also be able to effectively interpret and utilize a currency rate table to answer foreign exchange questions accurately.</p>

Bank buying rate (BBR) refers to the exchange rate at which a bank buys foreign currency from its customers. In other words, it is the rate at which the bank is willing to purchase foreign currency.

Example: changing from FOREIGN CURRENCY (FC) TO LOCAL CURRENCY (LC)

A South African returning from London with Pound Stirling.

FC  LC × (multiply)(BBR)

Bank Selling Rate (BSR) refers to the exchange rate at which a bank sells foreign currency to its customers. This rate is usually higher than the buying rate, as bank aims to make a profit from the transaction.

Example: changing from LOCAL CURRENCY (LC) TO FOREIGN CURRENCY

LC  FC ÷(divide) (BSR)

A South African with ZAR planning a trip to New York.

QUESTION 4

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

The overall performance of candidates in Question 4 ranged from average to poor.

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

Question 4.1.1 (a) many candidates gave incomplete names of the icons

Question 4.1.1 (b) some candidates opted to respond with continents instead of countries as required by the question

Question 4.1.2 (b) Despite most candidates being familiar with the Sydney Opera House and the question highlighting its association with music, many struggled to explain why it is linked to music.

Question 4.1.3 Overall, this question was poorly answered. While many candidates recognized the icon in Africa as the Great Pyramids of Giza, they struggled to provide THREE accurate facts, which prevented them from earning full marks.

Question 4.1.4 Overall, this question was poorly answered. Many candidates simply copied the question as their response and struggled to provide reasons why the icons attract tourists interested in sacred and religious sites.

Question 4.2 Many candidates struggled to provide specific facts about the design and construction of the Colosseum, Learning Tower of Pisa and Venice . Instead, they tended to give general explanations about the purpose or significance of each icon, which led to a loss of marks.

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

Greater emphasis should be placed on continuous assessments focused on attractions. Learners should also be taught strategies for effectively addressing different types of questions. Teachers must ensure that learners are exposed to visuals of icons/attractions in addition to the theoretical facts.

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

Teachers must continuously refer to Page 10 of the Examination Guidelines when teaching topic. Learners are required to distinguish between an attraction and an icon and to interpret and evaluate the latest statistics presented in the form of graphs, texts and tables. Learners can expect to be assessed

on the location of icons/attractions on a world map (country, city/town/area), reason(s) why it is an icon/attraction and a unique characteristic that makes it an icon/attraction.
From case studies; scenarios, extracts etc., learners must be able to link/apply their knowledge to the factors and characteristics that contribute to a successful tourist attraction or icon.

QUESTION 5

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

The overall performance of candidates in Question 5 ranged from average to poor.

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

Question 5.1, most candidates struggled to correctly identify the World Heritage Sites (WHS) of the Western Cape labelled A and B on the map provided. Many reversed the labels, resulting in a loss of 4 marks. Additionally, some candidates were unable to write "Cape Floral Region Protected Areas" in full.

Question 5.2 Most candidates only mentioned Nelson Mandela as the first black president and his imprisonment on Robben Island. They were unable to provide additional detailed information about this cultural site to earn them full marks.

Question 5.3 was a recall-based question; however, most candidates struggled to provide a comprehensive explanation of UNESCO's role.

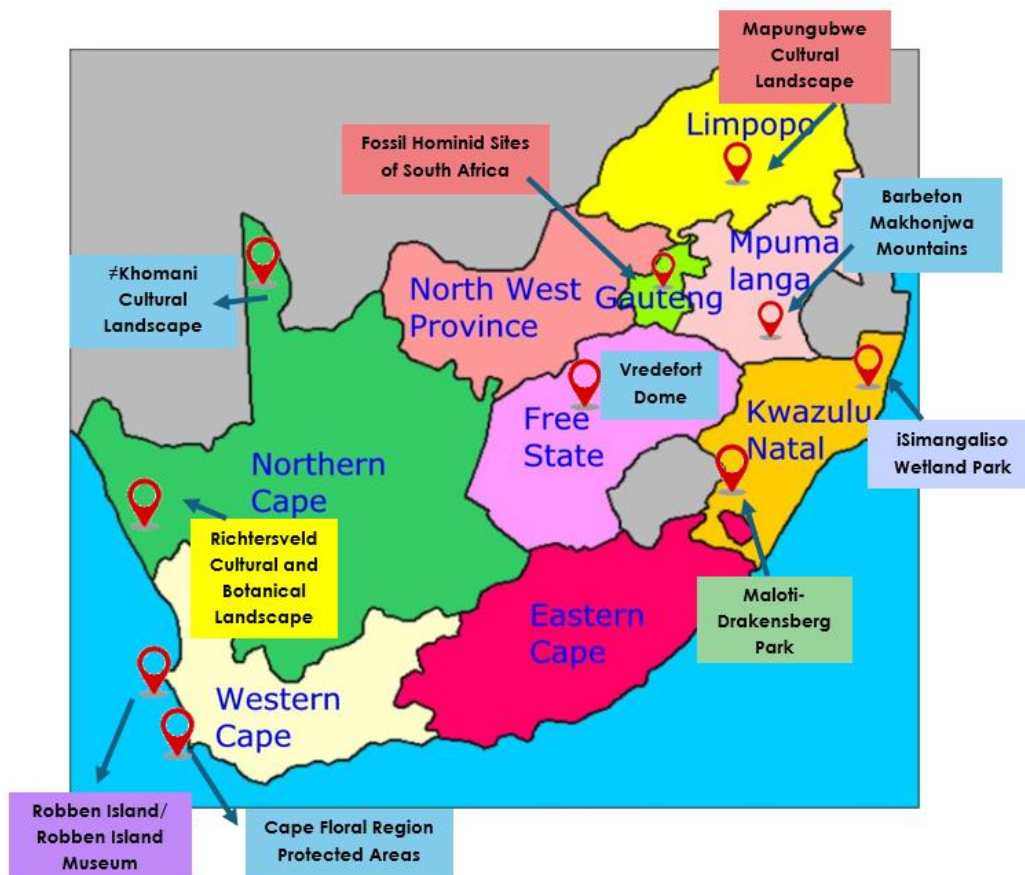
(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers should provide printed templates of the South African map, marking the positions of the World Heritage Sites (WHS) and provinces, which learners must then paste into their books. These maps should also be prominently displayed in the Tourism classroom. Past exam questions on World Heritage Sites (WHS) should be used as weekly informal assessments.

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

Teachers must continuously refer to Page 10 of the Examination Guidelines when teaching topic. Using the latest information, learners must be able (amongst others) to give a description of all the World Heritage Sites (WHS) in South Africa, their locations on a map of South Africa and how they meet UNESCO's criteria. They have to be able to recognise the logo and know the main function and role of UNESCO regarding the World Heritage Sites.

WORLD HERITAGE SITES MAP: 



Learners should also be able to evaluate the status of World Heritage Sites.

Teachers must ensure that the latest, updated information on the World Heritage Sites in South Africa is taught.

Robben Island = Robben Island Museum

Cape Floral Region = Cape Floral Region Protected Areas

QUESTION 6

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

Question 6 was answered at an average level by most candidates.

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

Question 6.1.1, most candidates did not fully understand what a brand ambassador is. Many simply copied verbatim from the extract, which did not impact their mark attainment. However, Siya Kolisi is a prominent public figure, and learners should have easily recognized him.

Question 6.1.2 Some candidates did not fully understand the role of SA Tourism in marketing South Africa as a destination of choice. Some candidates confused the question with the benefits of international arrivals in South Africa

Question 6.2.1 Some candidates wrote "IT Berlin" instead of "ITB." The mention of Berlin in the image may have influenced their ability to identify the correct travel trade show.

Question 6.2.2 This question was poorly answered, with candidates confusing the role of TBCSA with those of TOMSA and SA Tourism.

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

Each learners must have in their possession a flow diagram of collection of the 1% tourism levy and administration.

COLLECTION AND MANAGEMENT OF MARKETING FUNDS

TOMSA collects the 1% levy from the contributors (Car rentals, Travel Agents, Tour Operators, Accommodation)



TOMSA hands it to **TBCSA** for administration



TBCSA makes the funds available to **SATourism**



SATourism **uses the funds to market South Africa domestically and internationally**

Past exam questions on Marketing should be used as weekly informal assessments.

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

Teachers must continuously refer to Page 10 of the Examination Guidelines when teaching topic. Learners should understand the concepts, core markets and emerging markets, and also how they relate to marketing South Africa as a tourism destination.

Learners should familiarise themselves with:

- SATourism brand image and core business
- Funding for marketing purpose – role of TOMSA and TBCSA
- Various platforms South Africa markets itself as a destination of choice, namely travel tradeshow WTM/ITB/Africa's Travel Indaba and the Getaway Show.

QUESTION 7 (Summary)

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

Question 7 was generally well answered by most candidates. However, many responses appeared to be directly copied from the text, indicating a lack of original thought or deeper engagement with the question.

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

7.1.2 (a) Many candidates seemed unsure about the working hours specified in the Basic Conditions of Employment Act
(c) Provide suggestions for improvement in relation to Teaching and Learning.
A need for further clarification and emphasis on the Basic Conditions of Employment Act (BCEA) in the learning materials. Learners must be taught how to interpret and apply information given in sources.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Scenario-based and source-based questions should be utilized as informal assessments, drawing on examples from past examination papers. Learners should be encouraged to write in full sentences rather than providing one-word answers.
QUESTION 8
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
This question was generally poorly answered. However, candidates performed well in Questions 8.1.1 to 8.1.3, successfully associating solar power with the sun and solar panels. Additionally, they were able to correctly match solar power with the appropriate pillar of sustainable tourism.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 8.2.- 8.2.2 Candidates struggled with the phrasing of the question, leading to confusion. Many repeated the question instead of providing answers. Additionally, candidates often confused climate change with daily weather patterns and demonstrated a lack of understanding regarding the responsibilities of businesses in addressing climate change and business operations.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must continuously refer to Page 11 of the Examination Guidelines when teaching topic. It is therefore crucial that all the terminology and concepts associated with this section taught in Grade 10, be revised and reinforced thoroughly. Learners have to demonstrate understanding of the concept and background of the triple bottom-line approach. Learners will be expected to apply their knowledge to various given sources, make recommendations and provide solutions on how to implement the triple bottom line in a tourism business. Learners must be able to critically evaluate and assess the role of corporate social investment (CSI) practised by businesses and organisations.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers should use examples of company initiatives from the internet and printed media. Sources of information on responsible tourism, e.g. Responsible Tourism Handbook, FTT website, Gauteng Responsible Tourism Handbook, etc. Learners should be encouraged to write in full sentences rather than providing one-word answers.
QUESTION 9
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
Question 9 was generally well answered by most candidates. However, many responses appeared to be directly copied from the text, indicating a lack of original thought or deeper engagement with the question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

<p>Question 9.1.2 Candidates copied and repeated their answers directly from the text.</p> <p>Question 9.2.2 Most candidates did not understand the meaning of “emergency aid” and how the damage to the infrastructure can affect communities access to clean water.</p> <p>Question 9.3.1 Candidates repeated the same answers for Questions 9.3.1 and 9.3.2.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning.</p>
<p>Teachers must continuously refer to Page 11 of the Examination Guidelines when teaching topic. Focus on the impact these situations and occurrences have on international tourism and the economy of the affected country. It is important to make sure learners are aware of recent examples. Question 9 requires application, learners must deduce the outcome of the occurrence presented in the extract or scenario.</p>
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<p>Learners should regularly practice informal assessments on global events of international significance, political situations, unforeseen occurrences of global importance, forms of payment used when traveling internationally, foreign market share, and statistics related to inbound international tourism.</p>
<p>QUESTION 10</p>
<p>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>
<p>Question 10 was generally poorly answered. Candidates quoted answers from the extract without discussing or defining the concept of a customer survey. Some candidates demonstrated an understanding of the meaning of a customer survey.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Question 10.2-10.3 , candidates struggled to practically solve business problems. Most had a limited understanding of customer service and how using customer surveys could improve customer satisfaction. Some candidates based their answers on profit instead of focusing on customer service aspects.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Teachers must continuously refer to Page 11 of the Examination Guidelines when teaching topic focusing on methods to obtain customer feedback and to measure customer satisfaction.</p>
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<p>Information assessments, quizzes, newspaper articles must be used to familiarise learners with communication and customer care. Learners may be required to interpret and apply information from extracts, pictures, cartoons, etc.</p>