



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **TOURISM**

## **EXAMINATION GUIDELINES**

### **GRADE 12**

**2014**

**These guidelines consist of 13 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Tourism outlines the nature and purpose of the subject Tourism. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate Examination in Tourism.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA), Practical Assessment Tasks (PATs) or final external practical examinations, as these are clarified in a separate PAT document which is updated annually.

These Examination Guidelines should be read in conjunction with:

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Tourism*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12

## 2. ASSESSMENT IN GRADE 12

### 2.1 Format of the Paper

- The Tourism examination consists of one 3-hour paper of 200 marks.
- The question paper is divided into five COMPULSORY sections.
- All topics and subtopics in the Grade 12 CAPS will be assessed, however Grade 10 and 11 content will be considered foundational, underpinning knowledge.

The table below suggests how candidates' time should be spent in the Tourism examination room.

SECTION	QUESTION	TOPIC	MARKS	MINUTES
<b>A</b>	1	Short Questions (covering all topics)	40	20
<b>B</b>	2	Map work and tour planning	50	50
	3	Foreign exchange		
<b>C</b>	4	Tourism attractions	50	50
	5	Cultural and Heritage Tourism		
	6	Marketing		
<b>D</b>	7	Tourism sectors	30	30
	8	Sustainable and responsible tourism		
<b>E</b>	9	Domestic, regional and international tourism	30	30
	10	Communication and Customer Care		

- Learners must be encouraged to read through the question paper carefully before they start writing.
- When learners are allowed to start writing, they should jot down any thoughts or ideas that come to mind on certain questions at the back of the answer book. The jotting down of ideas can be useful memory triggers when they actually come to answer the questions.
- Read all the headings and instructions carefully. Learners should be prepared to engage resources such as case studies, extracts, graphs, maps, cartoons, pictures, etc. as application of the content is one of the skills required in Tourism.
- Study each resource, whether it is a cartoon, photograph, map, mind map, table, flow chart, graph or text and question: 'What is this about? What is it telling me? What part of my knowledge does it relate to?'
- Learners should be taught to consider the mark allocation when determining the length of their responses.
- Neat, legible handwriting is essential. Answer in full sentences, unless otherwise indicated.
- Learners must be encouraged to leave time at the end of the examination to reflect on their answers. Correcting poor expression and spelling, and checking calculations will be to their advantage.

## 2.2 Structure of the paper

The national examination paper for Tourism is set using a particular structure. It will be to the advantage of learners to familiarise themselves with this structure. Furthermore, it is strongly advised that teachers keep to the format below for examinations that are internally assessed.

The table below indicates how the paper is structured.

SECTION	QUESTION	TOPIC	MARKS
<b>A</b>	1	Short Questions (covering all topics)	40
<b>B</b>	2	Map work and tour planning	50
	3	Foreign exchange	
<b>C</b>	4	Tourism attractions	50
	5	Cultural and Heritage Tourism	
	6	Marketing	
<b>D</b>	7	Tourism sectors	30
	8	Sustainable and responsible tourism	
<b>E</b>	9	Domestic, regional and international tourism	30
	10	Communication and Customer Care	

More in-depth guidance on the structure of the paper is given below.

**SECTION A: SHORT QUESTIONS**

This section will contain short questions such as multiple-choice questions, matching questions (COLUMN A/COLUMN B), choose the correct word from the options given, give the correct term, map work, graphs, mind maps, pictures, tourism logos, cartoons, etc. There are no TRUE or FALSE questions. Know the Tourism terminology and acronyms well; it may be assessed in this section.

Learners must be made aware that, contrary to popular belief, this section cannot necessarily be considered the 'easy' part of the paper. Questions which at first glance appear simple may require careful consideration. Give this section the time it deserves.

All topics and subtopics in the Grade 12 CAPS may be assessed in this section, however Grade 10 and 11 content considered foundational, underpinning knowledge may be included here.

Tourism does NOT use answer sheet templates for this section. All answers must be written in the ANSWER BOOK provided.

**SECTIONS B, C, D and E**

These sections assess individual topics in more depth and will in general require more comprehensive and in some cases, more in-depth responses from learners.

In these sections questions may include sources such as maps, graphs, tables, pictures, logos, flow diagrams, extracts, case studies, cartoons, etc. It will be to the advantage of learners to be exposed to as many of these resources as possible in the internal formal assessment tasks. Refer to notes on how to interpret cartoons on page 16.

The paper will not only assess the learners' knowledge of the content in the topics, but also their ability to demonstrate more complex understanding. They may be asked to explain, motivate, substantiate, interpret, apply and reason.

Questions may start with '**Give your views on ...**', '**Explain why ...**', '**Discuss how ...**', '**Comment on ...**', '**Suggest ...**', '**Analyse ...**', '**Evaluate ...**', '**Do you agree ...**' etc. These questions require higher order thinking skills and learners have to **think critically** and **creatively** or **solve problems**. Refer to examples on page 11.

These sections will also include questions that require **paragraph-type responses**. It is advisable to expose learners to a variety of the different types of paragraphs and prepare them accordingly.

### 2.3 Cognitive demand in the paper

The paper caters for a range of cognitive levels and the different learning abilities of learners. Candidates can expect questions of a lower, middle and higher cognitive level. Questions of a lower and middle cognitive level are indicated by action verbs such as 'name', 'give', 'identify', 'describe', 'list', 'match', 'explain', 'calculate', 'interpret', etc. Higher-order skills are indicated by action verbs such as 'compare', 'contrast', 'discuss', 'differentiate', 'analyse', 'evaluate', etc.

To adequately prepare learners for the cognitive demands of the final examination paper, it is essential for teachers to align cognitive demand of all internal formal assessment tasks for Grades 10–12 to the levels stipulated in the CAPS. More complex learning will lead to higher order thinking. Teachers must ensure that internal formal assessment tasks not only contains the '*know what*' but also the '*know how*'.

The following table indicates the weighting of the cognitive demand in the paper as stipulated in the CAPS:

COGNITIVE LEVELS	%	MARKS
Lower order: remembering	30	60
Middle order: understanding and applying	50	100
Higher order: analysing, evaluating and creating	20	40

Teachers, learners and parents must note that there is usually a relation between the marks allocated for a particular question and the cognitive demand. Learners should keep this in mind when responding to questions.

When setting the paper, examiners complete an analysis grid to ensure the paper is weighted correctly according to the cognitive levels stipulated in the CAPS: TOURISM.

**ACTION VERBS THAT COULD BE USED IN EXAMINATIONS**

Level	THINKING SKILL REQUIRED	ACTION VERB
1.	<b>KNOWING</b> terminology, definitions, formulae, sequences, trends, methods, theories, causes, etc.	Name/state
		Describe
		Label/Indicate
		Define
		State/Make a sketch
2	<b>UNDERSTANDING</b> reflected by interpretation, conversion, extrapolation, etc.	Explain/Clarify
		Compare
		Distinguish
3.	<b>APPLYING</b> of principles, methods, theories, etc. mastered previously	Identify
		Calculate
		Compare
4.	<b>ANALYSING</b> elements, relationships, principles of classification, etc.	Select /Identify
		Analyse
		Compare
		Discuss
		Plan
		Identify criteria for discussion
5.	<b>EVALUATING</b> of logical coherence of material, studies its practical application, etc.	Critically ...
		Evaluate
		Compare
		Identify criteria for discussion
6.	<b>CREATING</b> by means of deduction of abstract relationship, suggestion of new methods and ways of classification, etc.	Critically ...
		Arrange/Order
		Propose, Solve,
		Recommend

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

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

<b>The following is a list of terms that is generally used when setting questions:</b>		
10.	Explain/Clarify	Make it clear, state simply so that the reader can understand. Mere statement or fact is not sufficient.
11.	Labels	Give labels for a sketch or a diagram
12.	Analyse	Divide into parts or elements and explain the relationship
13.	Distinguish	The details that distinguish one thing from another (differences) should be highlighted
14.	Predict	Anticipate what would happen
15.	Summarise	The main aspects of the whole issue/content should be highlighted briefly, but the essence should be retained – give an overview
16.	Calculate	Application of both arithmetical and mathematical rules to reach an answer.

### 3. ELABORATION OF THE CONTENT FOR GRADE 12 (CAPS)

Below is an elaboration of the content and contexts to be included in the assessment of the topics for Tourism.

This section must be read in conjunction with the Tourism CAPS (Sections 3 and 4).

<b>SECTION A: SHORT QUESTIONS</b>	<b>40 marks</b>
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Questions in this section will assess content on knowledge, comprehension and application.

<b>SECTION B: (2 questions)</b>	<b>50 marks</b>
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Learners will need non-programmable **calculators** for this section.

#### **QUESTION 2: MAP WORK AND TOUR PLANNING**

##### **Candidates can expect questions on the following:**

Tour plans and route planning, compiling a day-by-day itinerary, compiling a tour budget, health, safety, travel documentation, world time zones and calculations of world times when travelling between countries.

##### **General comments:**

No coordinates will be given for calculating time. A time zone map will be provided to determine coordinates. It is advisable that teachers expose learners to the time zone map used by examiners in the national paper. A copy of the map has been included on page 17.

Learners are not required to know which countries apply DST, however from the given scenario/table be able to determine whether to apply DST. Understanding the implication of adjusting the clocks backward and forward and the reasons for this, is important.

**Learners must show all calculations.** Marks will be allocated for correct calculations in the steps preceding the final incorrect answer.



**QUESTION 3: FOREIGN EXCHANGE****Candidates can expect questions on the following:**

Foreign exchange

**General comments:**

Impacts of the fluctuation of the rand against major currencies.

Use only exchange rates expressed as 1 unit of foreign currency = value in rand, i.e. 1USD = R7,60. Calculators may be used for calculations – rounded off to two decimals, e.g. R34,56.

**Learners must show all calculations.** If no instruction is given in the scenario, learners must know when to use the BSR and BBR when doing the calculations. Know the reasons for the fluctuations in exchange rates.

**SECTION C: (3 questions)****50 marks****QUESTION 4: TOURISM ATTRACTIONS****Candidates can expect questions on the following:**

Famous world icons and attractions as listed on page 33 of the CAPS.

**General comments:**

Candidates are required to distinguish between an *attraction* and an *icon* and to interpret and evaluate the latest statistics presented in the form of graphs and tables. Candidates can expect to be assessed on the location of icons/attractions on a world map (country, city/town/area), reason/s why is it an icon/attraction and a brief description of the icon/attraction. Teachers must ensure that candidates are exposed to visuals of icons/attractions in addition to the theoretical facts as required by the CAPS.

**QUESTION 5: CULTURE AND HERITAGE TOURISM****Candidates can expect questions on the following:**

World Heritage Sites

**General comments:**

Candidates must be able (among others) to give a description of all the World Heritage Sites in South Africa, their location on a map of South Africa, and how they meet UNESCO criteria using latest information. They have to be able to recognise the logo, know the main function and role of UNESCO. Teachers must ensure that the latest, updated information regarding World Heritage Sites is taught.

**QUESTION 6: MARKETING****Candidates can expect questions on the following:**

Marketing South Africa as a tourism destination

**General comments:**

Learners should understand the concepts: core markets; investment markets; tactical markets; watch list markets; strategic importance of trade/investment; strategic links/hubs and how these concepts relate to marketing South Africa as a tourism destination. While the concepts itself may not necessarily be tested, understanding of these concepts will help learners to interpret questions relating to the topic.

**SECTION D: (2 questions)****30 marks****QUESTION 7: TOURISM SECTORS****Candidates can expect questions on the following:**

Professional image in the tourism industry, conditions of employment and the purpose and value of a code of conduct

**General comments:**

The examiners may give an extract and candidates may be required to interpret and apply the information. It is not a requirement for the learners to memorise any legislation.

**QUESTION 8: SUSTAINABLE AND RESPONSIBLE TOURISM****Candidates can expect questions on the following:**

The three pillars of sustainable tourism, Corporate Social Investment (CSI) in tourism, Responsible tourism and tourists.

**General comments:**

The three pillars of sustainable tourism is a challenging topic. It is therefore crucial that the groundwork, i.e. all the terminology and concepts associated with this section that was taught in Grade 10, be thoroughly revised and reinforced. Candidates have to demonstrate understanding of the concept and background of the **triple bottom line approach**.

Expose learners to case studies and real life examples in tourism in order to critically evaluate and assess the role of Corporate Social Investment (CSI). Resources: examples of company initiatives from the internet and printed media. Sources of information on responsible tourism (e.g. *Responsible Tourism Handbook*, FTTSA/FTT website, *Gauteng Responsible Tourism Handbook*, etc.).

**SECTION E: (2 questions)****30 marks****QUESTION 9: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM****Candidates can expect questions on the following:**

Global events of international significance, political situations and unforeseen occurrences of international significance, forms of payment when travelling internationally, foreign market share – statistics regarding inbound international tourism.

**General comments:**

Only examples of global events of international significance are required. Learners are not required to study the events as such. Learners should be able to deduce the impact these events have on tourism (domestic, regional and international). Recent information should be accessed from the media.

Candidates are not required to study the political situations and unforeseen occurrences as such. 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.

Foreign market share and statistics: Learners have to know key concepts such as inbound tourists/foreign market share/core markets/new markets/existing markets/source markets/tourist arrivals/emerging markets.

When assessing tourism arrival statistics to determine foreign market share, learners may be expected to interpret graphs and statistical information on countries of origin, types of tourists and their interests. Resources: Internet, Stats SA, South African Tourism (annual tourism reports), travel journals and magazines, provincial tourism authorities.

**QUESTION 10: COMMUNICATION AND CUSTOMER CARE****Candidates can expect questions on the following:**

Methods to obtain customer feedback and to measure customer satisfaction.

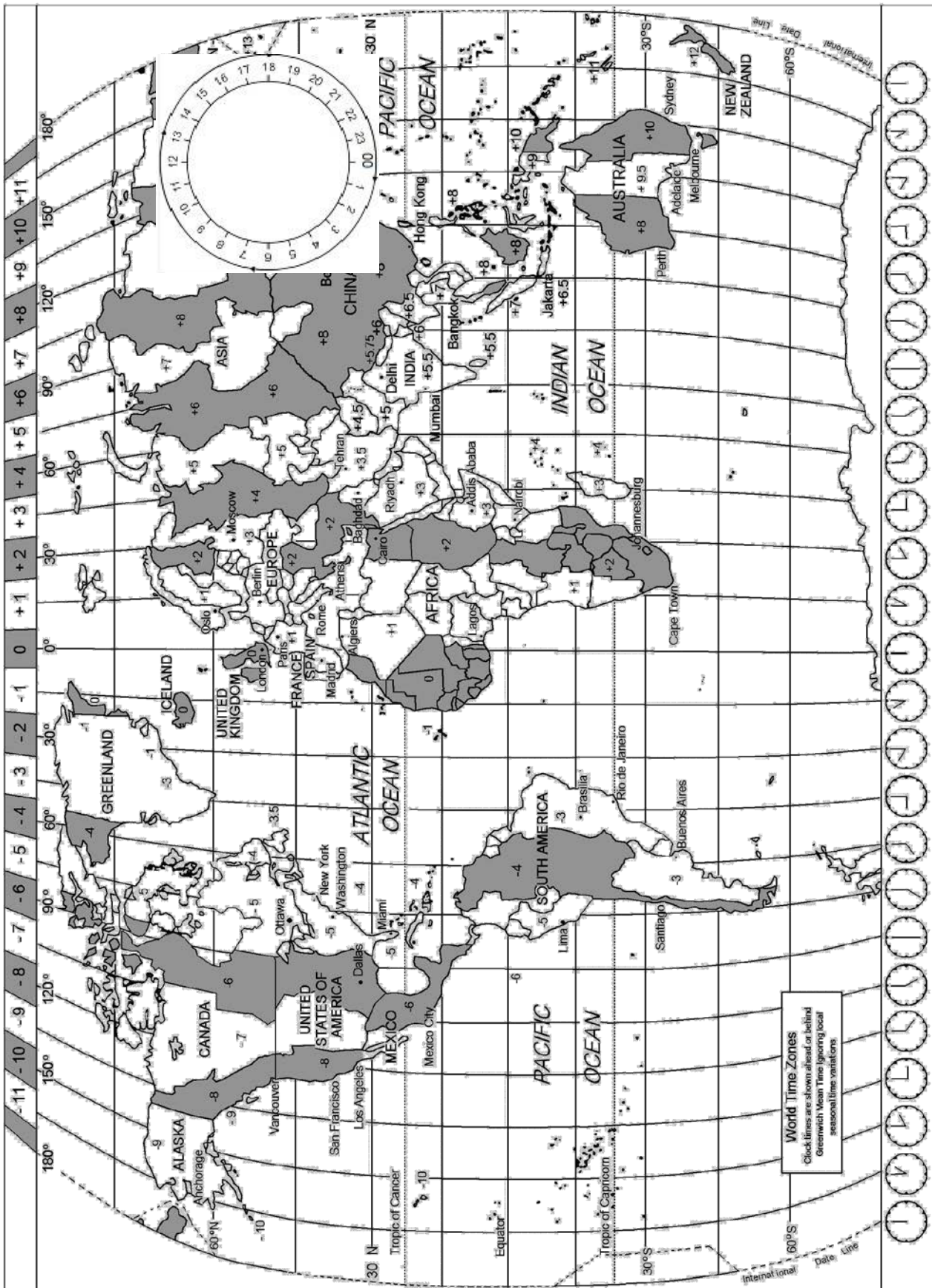
**General comments:**

Learners may be required to interpret and apply information from extracts, pictures or cartoons.

**LIST OF APPROVED TEXTBOOKS FOR TOURISM CAPS 2014**

	<b>TEXTBOOK</b>	<b>PUBLISHER</b>
1	<i>Top Class Tourism Grade 12</i>	Schuter & Shooter
2	<i>Solutions for all Tourism Grade 12</i>	Macmillan S Africa
3	<i>Oxford Successful Tourism Grade 12</i>	Oxford University Press
4	<i>Focus Tourism Grade 12</i>	Maskew Miller Longman
5	<i>Via Afrika Tourism</i>	Via Afrika
6	<i>Spot on Tourism Grade 12</i>	Heinemann

**THE TIME ZONE MAP USED IN THE NATIONAL EXAMINATION PAPER**



#### **4. CONCLUSION**

It is envisaged that this Examination Guidelines document will serve as an instrument to strengthen and empower teachers to set valid and reliable assessment items in all their classroom activities.

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which teachers should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.