



Province of the
EASTERN CAPE
 EDUCATION

Assessment and Examinations, Bundy Park, Buffalo Road, Schornville, KWT
 * Private Bag 4571* KWT * 5600* REPUBLIC OF SOUTH AFRICA
 * Enquiries: Mr V A JOSEPH Tel: +27436047810/9 Fax: 043 604 7789/08654664627
 * Email: Varkeychan.Joseph@edu.ecprov.gov.za

CHIEF MARKER'S REPORT

INSTRUCTIONS

1. The Chief Markers are required to complete this report during the marking session. The aim of the report is to provide a feed back and to help subject advisors and educators to improve teaching and learning.
2. The report should be informed by discussions between the **Chief Marker, moderator, senior markers and markers** of the particular subject. **NB: There should be one report per subject per paper.**
3. The report must be detailed, informative and indicate question by question performance of the candidates and mark distribution of centres.
4. Reference may be made to the topics identified below as well as any aspect the Examiner wishes to bring to the attention of the subject advisors and educators.
5. **The report must be submitted in hard copy and an electronic version to the centre manager at the marking centre.**
6. All markers reports must be handed in with the hard copy.
7. The electronic report should be emailed to varkchan.joseph@edu.ecprov.gov.za
6. The centre managers then forward the reports to the Directorate of Assessment and Examination (Att: Mr. V A Joseph) in King William's Town.

| | |
|-----------------|----------------|
| SUBJECT: | TOURISM |
|-----------------|----------------|

| | | | |
|---------------|-----------|---------------|----------|
| GRADE: | 12 | PAPER: | 1 |
|---------------|-----------|---------------|----------|

| | | | |
|-----------------------------|----------------------------|------------------|----------------|
| DATE OF EXAMINATION: | 1 DECEMBER 2009 | DURATION: | 3 HOURS |
|-----------------------------|----------------------------|------------------|----------------|

1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
- 1.2 Relevance or relation of the question to the Los and Ass.
How did the candidates perform in the question?
- 1.3 Where did candidates lack expertise or fail in giving an appropriate answer to score high marks in the question?

QUESTION 1

This question comes under Section A. These are short questions that total up to 40 marks. The questions range:

1.1 Multiple choice – total = 15 marks (LO 1 –LO 4)

1.2 One word question – link a term with the description provided total = 5 marks (LO 2 AS 2-3)

1.3 Choose the correct word(s) in brackets – total = 5 marks (LO 1 AS 3 & LO 2 AS 2 & LO 3 AS 4)

1.4 Match columns – link a logo with the description provided (LO 2 AS 2 & 3)

The logos were very badly identified by learners and it is by far the worst answered section of Question 1.

Question 1.4 required learners that were exposed to logo's we urge the educators to source as many logo's as possible so as to expose learners to questions like these

1.5 Examine a blank labelled electronic mail page (Technology used in the Tourism industry) – by indicating what each letter stood for – total = 5 marks (LO 4 AS 5)
This question required knowledge that learners learnt in Grade 10 and also what the assessment standard in Grade 12 requires is more exposure of learners to technology used in the tourism industry.

1.6 Categorisation of global events, unforeseen occurrences and political situations, learners were to link these with the examples provided – total = 5 (LO 3 AS 6). The instructions seem to have confused a large number of learners. Many did not understand how they should present/format the answers. A lot of confusion with answers. A number of learners just plainly re-wrote the question numbers with the examples as these appeared in the question paper.

This section was fairly answered by the learners. What needs to take place at school level is training learners on how to approach multiple choice questions as it was evident even in this exam that some learners do guess work in these kind of questions. Mark ranges were between 10 – 35/40.

QUESTION 2

2.1 The question was testing applied knowledge.

Focused on LO 1 AS 1 – Links of GDP growth and benefits to the South African economy. Some responses were direct from the extract. (2.1.1 & 2.1.2), in 2.1.3 learner insight was required so as to indicate how the tourism industry was contributing to GDP with expected responses that range from; people will spend on local goods and services, pay taxes and VAT, multiplier effect. Multiplier effect is a broad concept that if understood from lower grades i.e. grade 10 learners will then be able to answer this kind of question.

2.1.4 This question required learner's interpretation – (Tourism is putting roofs over South African heads and more food...). Most learners failed to interpret what the question required. And what was required by this question was merely explaining the meaning of that quotation and response had to be around the fact that job creation enabled people to provide for their families as they can buy food and pay for a place to stay (house). The multiplier effect was another expected response.

-Badly answered by learners.

2.1.5 Based on service most learners could respond as the response was directly from the extract.

2.2 This question was based on service and government strategies so as to address past imbalances

The primary source for responses was the cartoon. Interpretation of 2.2.1 of what service the tourists required some saying they require transport, police, accommodation; The ideal response was transport service or taxi. Interpretation of the rest of the cartoon was interesting learners could predict what could happen o tourists and future visitations to the country by inbound international tourists.

The question was fairly answered by learners.

2.3 This question was based on benefits brought by government strategies to address past imbalances (Tourism White Paper social and economic objectives, BEE, DTGS-Domestic Tourism Growth Strategy's market segments young up and coming, striving families, independently young couples, etc. and TEP-for funding SMME's) as reference points and careers within the hospitality and tourism industry. Again some responses were directly from the case study provided.

This question was fairly answered; in order for the learners to answer questions like these exposure to the content in LO 1 AS 2 is important.

QUESTION 3.

3.1 The primary source again was the case study and this is LO 1 Assessment Standard 3 –working conditions, code of conduct and careers. Learner interpretation was again very important in this question linking that with knowledge learnt in class. With regards to the first part of the question some learners struggled a bit to get to calculating R180 which was the answer for working on Sunday (overtime). Exposure to aspects related to basic conditions of employment Act.

3.1.2 About whether the employee was treated fairly or not was another difficult part to some learners and 3.1. 3 loyalty to the company – the reasoning was not ideally what was expected which is leaving the place of work for another one, they came out with varying responses from stealing from the company, not doing work well, etc.

3.2 Code of conduct badly answered by learners it was as if they were not taught

about it. Please LO 1 has to be all covered with all the content that has to be covered from it. The reference point for teaching code of conduct could be your school's code of conduct and then get a copy of a code of conduct of any company. References can be made across textbooks used.

3.2.2 Understanding a question was what made learners not to be able to give appropriate answer in this question and repeating the career shown in the picture which is the waiter. Generally it was one of well answered questions.

QUESTION 4

This question was testing learner knowledge, insight interpretation and comprehension of the extract provided.

4.1.1 The response was basically directly from the extract most learners answered this question well.

4.1.2 Triple Bottom Line most learners could not explain what the concept meant. The primary source of this concept is the **Examination Guidelines document 2009 page 4**. These are also referred there as pillars of sustainable development, Shutters Tourism Grade 12 also explains this concept. It was evident that learners were not at all exposed to the concept itself but rather to the factors that impact on sustainable and responsible tourism. In future cross referencing of sources is very important and especially working through Examination Guidelines as early as possible so as to acquaint your learners and yourself too with topics possible for examination purposes.

What learners did was to try and explain these by extracting examples from the extract. This worked for others and for others it did not.

4.1.3 An interpretation of LO 1 and 2 was done in this question Fair Trade in Tourism South Africa (FTTSA) is one of the Government Strategies aiming to address past imbalances in tourism participation. It is important for learners to know the principles of FTTSA. As the extract was self explanatory the learners could pick up some of these directly from the extract. The responses were open to anything linked to these principles.

(b) Second part of this question they were to give two examples again working from the extract. Most learners could answer it well, even though others responded poorly.

4.1.4 Cooperative advertising – LO 2 – AS 3 Marketing of local products. The concept

seemed foreign to most learners as a result this was badly answered by most learners. The concept focuses on multiple tourism businesses that advertise their products and services together thereby reducing costs.

4.1.5 It was a discussion question – Higher order question where learners were to analyse the benefit of receiving the award by Stormsriver Adventures. The expected responses were supposed to mention there will be more tourists visiting, free advertising and publicity. Some learners generally did think of attracting more tourists but could not score the other 2 marks as this was 4 mark question.

4.1.6 Marketing mix (Product, Price, Place, Promotion and People) – most learners attempted this question and it is important for educators to provide examples of how the marketing mix work, the base of this question is Grade 11 work.

4.2 .1 Global warming – a difficulty in most learners as they could not explain the concept. General response coming was that it can contribute to extreme weather conditions associated with natural disasters leaving out the main causes of Global warming and its effect to climate change associated with enormous heat and greenhouse gases in the atmosphere.

4.2.2 Impact of global warming to two tourist destinations given, not a clue that in a ski resort it may cause the snow to melt and result to avalanches. In coastal resorts it poses risks for tourists safety that may be caused by a change in weather patterns increasing chances of natural disasters, unprotected exposure to the sun can become dangerous.

4.2.3 Solving the global warming problem –other learners could not come up with the strategies, but most learners could think at least of protecting the environment by keeping it clean, recycle, use of public transport, reducing burning of fossil fuel, etc.

Generally this question was fairly answered

QUESTION 5

This was one of the easiest questions in the paper and shortest (4 marks). It was based on LO 2 AS 5. Cultural diversity vs tourist products. Well answered by most learners, but others could not answer the question as they chose the not ideal destination for showing diversity of SA. Obvious Ekurhuleni Tour was the ideal response as it involves township tour, and being in a township will definitely expose the tourists in diverse cultural groups as people go and stay in townships in search of work

at the same time not forgetting their culture, various cultural practices will be done. Umhlanga was not the ideal response as it only focused in one cultural group i.e. Zulu.

QUESTION 6

6.1 The question required application of time zones and flying time. Generally learners struggled with this question especially that they had to do calculations backwards i.e. looking for departure time from the destination. Exposure of learners to the time zone map is important, again to varying scenarios of time zone calculations and working with DST (Daylight Saving Time) and which countries apply DST.

Generally the question was badly answered.

6.2 .1 & 6.2.2 fairly answered as these required learners to identify the type of tourists there were cases though where learners could not identify a sport tourist and the reason will be FIFA Confederations Cup 2009. Remember educators this is Grade 10 work (types of tourists).

6.2.3 Learners could not give reasons why a general itinerary will be more suitable than the personalised itinerary. It was evident that its either learners did not do well in their PAT as the itinerary is covered in all three PATs from Grade 10, 11 and even in 12. Please educators expose your learners in itinerary development. This is covered in LO 3 AS 2.

6.3 Various responses came out in this question but it was not badly done. Except for travel insurance whereby learners could not explain the need to have it. Exchange rate focus on foreign exchange was only focussing on the rate not on the fact that they need to know the cost of the trip (travel budget).

6.4 This was a knowledge question. Learners could not at all identify with South African Tourism's (SAT) marketing strategy (Indaba and International Trade fairs). This is based on LO 3 AS 4.

6.5 Foreign currency – this was an application question whereby learners were required to work with two exchange rates before and after recession. This question also required learners to understand the economic status of the world too in relation to the world tourism industry; therefore keeping up with Business news is important so as to understand how foreign currency works.

Common mistakes ranged from omission of the Pound Sterling symbol (£) in the answers. The simple calculation that if the Rands are exchanged to any currency always divide (÷) with the exchange rate of that currency. Causes of economic recession are more related to Business Studies so working with your Business Studies colleague may be of assistance to you.

Most learners attempted this question.

6.6 This was knowledge and comprehension question where the learners were required give their insight on the impact of 2008 elections in USA on the tourism industry and the negative impact that terrorists attacks have on travel trends.

Fairly answered by some learners.

QUESTION 7

7.1 The concepts niche market and market segmentation were unfamiliar to most learners.

Exposure of learners to concepts is very important.

7.2 & 7.3 Integration of LO 3 and LO 4, tourist profiles and tourists needs (cultural) and expectations.

Generally answered fairly by most learners. Learners though are still challenged to identify the tourist needs in general and cultural needs.

7.4 This was the second cartoon in the paper the more learners are exposed to cartoons the better. Others misinterpreted the cartoon and could not link it with the tourism industry.

Learners are still challenged to work with cartoons and relate those to content learnt.

7.5.2 'Mystery customer' learners are still not familiar of what this means and how this works even though the footnote gave them clues. The problem was the contextualisation of this as per the question requirement i.e. what can the owner do assess the employees using the mystery customer.

QUESTION 8

8.1 Technology in tourism- LO 4 AS 5. Interesting responses came up ranging from photocopier, fax instead of saying fax machine but we were not strict about that. Others said it is a just telephone, very interesting response an ATM. Please educators expose learners to the various technology used in the tourism industry.

Work from what you have in your school office, use magazines, etc.

8.1.2 Learners had to give one example of what the travel agent will use this type of technology for.

8.1.3 & 8.1.4 Was testing knowledge – identifying the labelled part of the fax machine which was very difficult for most learners and advantages and disadvantages of working with the fax machine, a bit difficult for some learners especially if they were unable to identify it in 8.1.1.

8.2 This question was testing learners understanding of the procedure of dealing with conflict within a team so as to improve service delivery. Some learners' focal point was on team building not on conflict resolution as the question required. Others just re-wrote the text given in question paper as it is and that compromised

their performance in this question. Learners need to be exposed to a number of scenarios when LO AS 3 & 4 are taught as these two Assessment Standards were the base of this question.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS.

- Follow the NCS Tourism content Framework, Subject Assessment guidelines and examination guidelines.
- Cover all Learning Outcomes:
 LO 1 – Tourism as an interrelated system with all three Assessment Standards
 LO 2 – Sustainable and responsible tourism- all four Assessment Standards
 LO 3 – Tourism Geography , Attractions and Travel Trends –all six Assessment Standards
 LO 4 – Customer Care and Communication- all five Assessment Standards
- Be sincere in coverage of assessment tasks during the year as per the stipulated quotas of tests, projects and more especially coverage of Practical Assessment Tasks.
- Practical Assessment Tasks are an integrated project which cut across a number of Assessment Standards within particular Learning Outcome (s).
- Constant reference to all your curriculum guideline documents especially Examination Guidelines and Content Framework and is very important.
- Expose learners to use of extracts, case studies, logos, cartoons and illustrations or pictures in your papers internal papers, technology starting with what is available in your school.
- Internet is another valuable resource as an educator as you have to keep on updating information you have with regards to tourism issues and for use as reference in your classroom.
- Work with the learners through past examination question papers right through the year so as to familiarise them with the style of setting and how to respond to questions.
- When doing your daily assessment together with tests and examination papers consider use of cognitive levels so as to equip the learners in responding to higher order questions.

- Use of language is one important aspect unfortunately Tourism is taught and learnt in English. Use of understandable language though is important. I have heard other educators complaining about use of verbs for example Predict, Deduce, examine, etc. saying these are complex whereas these are some of the verbs they need to acquaint their learners from Grade 10 up to Grade 12 so as not make understanding of questions difficult for the learners.
- Maximum use of the cognitive levels when setting questions to acquaint learners to the examination language.
- Cross referencing from various textbooks when teaching will definitely be of assistance for you as an educator so as to fill in gaps that may be in one textbook which may compromise the content to be taught to learners.
- Subject Advisors – constant workshops on content gaps are very important and those workshops they can be planned in so much that if possible a knowledgeable person in the subject can be invited so as to guide and support where necessary.
- Tourism is dynamic so let us not make it a static subject, keeping up with tourism trends is very important for the individual educator and subject advisors too.
- Partnerships with Tourism service providers are again important. This may assist in acquisition of extra support resources for your classes like old GSAs, brochures, etc.
- As the Tourism educator go an extra mile to source valuable resources for your learners and keep a resource corner in your classroom or school library.
- Guest lectures may also be useful in certain topics especially in LO 1, 2 and 4. Certain topics there which may be difficult to understand may require people who are in the industry so as to assist you in giving you a clear picture of what goes on. It will be an added advantage for you if you are closer to towns and there are such services.

8. ANY OTHER COMMENTS

- There is a general feeling that the paper was fair and appropriate to Grade 12.
- The questions which were mostly left out by learners were Q.4, 5, 6, 7 and 8. The learners who left their scripts incomplete exhibited evident language proficiency problems, and *this* rather may have nothing related to time allocated for the completion of the paper. Language therefore should be seen as the reason for the poor completion rate by those learners.
- Content gaps also have a bearing on the above point.
- Learners can not work with the answer sheet in Section A, please make use of the un-used answer book to guide them that can be done during the year.
- The other option may just train your learners not to work from that part for section A, they must just start 1st page of the answer book to write their responses and ignore that part.
- Learners should number correctly right through the answer book please.
- Generally Tourism performance improved a bit from last year (i.e. 2008), that was evident from a number of centres even though there are still some centres (schools) that did not perform well.
- In such centres educators are urged to spend more time with their learners, extra classes (afternoons, Saturdays and holidays) where possible from the beginning of the year, seek assistance from other Tourism educators.
- Lets us work together to improve the standard and quality of results in our Province.
- Consultation with Subject Advisors when ever educators encounter problems is encouraged and recommended.

SIGNATURE OF EXAMINER: L.S. Kota_____

