



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

TOURISM

EXAMINATION GUIDELINES

GRADE 12

2009

This guideline consists of 8 pages.

PURPOSE OF THE GUIDELINES

To assist teachers and learners in their preparation for the National Senior Certificate (NSC) examination in Tourism.

These guidelines should be used together with the following documents

1. The National Curriculum Statement (NSC)
2. The content framework in the Learning Program Guidelines (LPG) dated January 2008
3. The Subject Assessment Guidelines (SAG) dated January 2008

STRUCTURE OF THE TOURISM PAPER

The Tourism examination consists of one 3 hour paper of 200 marks.

There are five COMPULSORY questions, covering all the Learning Outcomes (LOs) and Assessment Standards (ASs).

SECTION A	Short Questions (Covering all the Learning Outcomes and Assessment Standards)	40 marks
SECTION B	Tourism as an Interrelated System (LO 1)	40 marks
SECTION C	Responsible and Sustainable Tourism (LO 2)	40 marks
SECTION D	Tourism Geography, Attractions and Travel Trends (LO 3)	50 marks
SECTION E	Customer Care and Communication (LO 4)	30 marks

COGNITIVE LEVELS

The paper caters for a range of cognitive levels and abilities of the learners. The following guide is used to compile questions:

COGNITIVE LEVELS	%	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, Synthesis, Evaluation	20	40

When setting the paper, an analysis grid is done to ensure that the paper is weighted correctly according to the National Subject Assessment Guideline document (SAG).

PREPARATION FOR THE PAPER

It is imperative that the groundwork for this paper is set from grade 10. Because of the progression of the Learning Outcomes from grade to 10 to 12, background knowledge from grade 10 and 11 may be assessed in grade 12.

On the day of the examination

1. Learners should be in the examination room at least 20 minutes before the starting time to get settled and make maximum use of the reading time. Remind learners to have a **calculator** and all the necessary writing tools.

2. It is important that learners are taught to manage their time well so they are able to finish the paper.

Here is a suggestion on how time should be spent in the Tourism exam room.

SECTION A	Short Questions (covering the entire syllabus)	40 marks	20 minutes
SECTION B	Tourism as an Interrelated System	40 marks	40 minutes
SECTION C	Responsible and Sustainable Tourism	40 marks	40 minutes
SECTION D	Tourism Geography, Attractions and Travel Trends	50 marks	50 minutes
SECTION E	Customer Care and Communication	30 marks	30 minutes
			180 minutes
			= 3 hours

3. Learners must be encouraged to read through the question paper carefully before they start writing.
4. When they start writing, they should jot down any thoughts or ideas that come to mind on certain questions. The jotting down of ideas can be useful memory triggers when they come to answer the questions.
5. Read all the headings and instructions carefully. Learners should be prepared to handle resources they have not seen before as application of the content is one of the skills required in Tourism. The examiners do this deliberately because they want to establish if the learners are able to apply their knowledge to any type of question.
6. Study each resource, whether it is a cartoon, photograph, map, table, graph or text and question: "What is this about? What is it telling me? What part of my knowledge does it relate to?"
7. They should not write too much on sections they know well and leave out other questions. They should make use of the mark allocation as a guide.
8. A neat, legible handwriting is essential. Many learners have disadvantaged themselves because of poor handwriting when markers were unable to decipher what was written.
9. Learners must be encouraged to leave time at the end of the exam to read their answers again. Correcting poor expression, spelling or checking calculations can make a huge difference.

WHAT TO EXPECT ON THE PAPER

Except for Section A, there will be questions in which learners will be required to express their own opinions.

These questions may start with **"Give your views on ..."**, **"Explain why ..."**, **"Discuss how ..."**, **"Comment on..."**, **"Suggest..."**, **"Do you agree ..."** etc. These questions may have more than one correct answer, so learners should be taught to attempt all questions.

The paper will not only assess the learners' knowledge of the subject. It will also assess their ability to understand, interpret, apply, and reason. They will often be asked to explain/motivate/substantiate their answers.

SECTION A: SHORT QUESTIONS

[40]

This Section consists of short questions such as multiple choice questions, match-type questions (Column A/Column B), select the correct word from the options given, give the correct term, mapwork, graphs, pictures, tourism logos, cartoons etc. Know the tourism terminology and acronyms well. These may be assessed in this section.

SECTION B: TOURISM AS AN INTERRELATED SYSTEM (LO 1)

[40]

This section will assess the impact of the interdependence of the various sectors, sub-sectors and role players in the tourism industry.

The concept 'service' and the components within 'service': The product / service, the way in which the product / service is offered and the co-operation received from the service provider. Revise the concepts '**economic growth**' and '**community development**' and the impact of service excellence on economic growth and community development in the country. Look at the term 'Gross Domestic Product' (GDP) again and ensure that the learners understand the meaning. Remember, here the learner may be required to make links to 'Gross Domestic Product' (GDP) growth and benefits to the South African economy. The learner must also be able to make recommendations for improvement of service delivery.

Government strategies and other programs which aim to redress past imbalances in tourism participation is important. Learner should know the following documents and programmes as they may be required to write short notes to explain...

1. The White Paper on the Development of Tourism in South Africa
2. The Domestic Tourism Growth Strategy of the DEAT
3. The DEAT Tourism Community Road Show
4. The Tourism Black Economic Empowerment (BEE) Charter and score card
5. Tourism Enterprise Partnership (TEP – formerly known as Tourism Enterprise Programme)
6. Fair Trade in Tourism South Africa (FTTSA)

Working conditions in the tourism industry: e.g. working hours, uniform allowances, travel benefits, professional accountability and responsibility, service ethic, conflict handling, grievance, etc. The purpose and value of a Code of Conduct. The examiners may give extracts to read and then ask the learner to interpret and apply answers to the information in the extract. It is not necessary for the learners to memorise any of the legislation.

SECTION C: RESPONSIBLE AND SUSTAINABLE TOURISM (LO 2)

[40]

This section will assess the importance and benefits of responsible and sustainable tourism on social, economic and environmental growth, also referred to as ***the three pillars of sustainable development***, or the ***triple bottom line approach*** to responsible tourism.

This Learning Outcome is challenging. It is therefore crucial that the basic concepts associated with this section, which includes all the terminology, is taught in grades 10 and 11.

In this section knowledge may be assessed, but you can expect other resources to interpret and understand, such as extracts, cartoons, photographs etc.

Environmental factors - the physical environment / Social factors - the role of the local community / Economic factors - the role of business / The role of local government - legislation and law enforcement/ Types of resources integral to sustainable and responsible tourism.

International agencies responsible for protecting and restoring the environment.

Learners should have basic knowledge about the following strategies:

1. The World Heritage Convention, (1972)
2. The World Summit on Sustainable Development (2002)
3. The Ramsar Convention on Wetlands (1975)
4. UNESCO's Man and Biosphere Programme (MAB)
5. WWF- World Wildlife Fund
6. The Kyoto Protocol.

Knowledge of national involvement in international organisations which develop strategies to protect the environment (e.g. protection of endangered species and sites, legislation, the World Summit on Sustainable Development). Also look at community involvement, community benefits and partnerships and respect for the integrity of communities.

Marketing of local tourism products or services that have potential to develop into a unique tourism venture.

Revise the development of a basic marketing plan and the SWOT analysis, the pricing structure when developing a marketing strategy, ways to measure whether the money spent on marketing and promotion has brought in more business / money. Remember **products** refer to **manufactured items**, e.g. crafts, toys, jewellery, beadwork and clothing as well as to **services provided**, for example transport, laundry and tourist guiding services.

Diversity in South Africa celebrates and is used to promote inbound and domestic tourism.

The differences between the various cultures and heritage found in South Africa. Remember the term "Rainbow nation"? Use the 11 official languages in South Africa to study the different cultures, including the San and Khoi. Study various indigenous cultures, Indian, Coloured, Malay, White (English / Afrikaans,) and minority groups (Jews, Chinese, German, Lebanese, Portuguese, Greek) .

Learners may be required to discuss each culture in terms of:

Popular Festivals; Folklore; Dress; Tradition; Food; History; Housing; Religious and other belief systems.

SECTION D: TOURISM GEOGRAPHY, ATTRACTIONS AND TRAVEL TRENDS (LO 3)[50]

This Learning Outcome will assess physical features, attractions, travel trends and the impact that events / occurrences have on a destination.

Content:

- Calculations of time zones using a time zone map
- Daylight Saving Time (DST) and its impact on travel plans and travelling
- Development of a timed / general itinerary
- Health issues and safety issues for travellers
- Importance of travel documents
- Tourism marketing and its influence on travel trends
- Impacts of the fluctuation of the Rand against major currencies
- Calculations involving exchange rates
- Current affairs and political situations (stability and instability) and the impact these have on tourism travel trends

Time zones and daylight saving time and the impact that this has on travel planning and travelling. The learner must be able to do these calculations. The learners will be given a time zone map, but learners may also be required to do the calculation by using the coordinates only.

Daylight Saving Time (DST): Reasons for using DST and the impact that daylight saving time has on travel planning and travelling. Learners are also expected to work out answers relating to time zones using both the degrees of longitude (15° E or W; 30°; 45°) and Universal Time Coordinates (UTC). The understanding of the implication of adjusting the clocks backward and forward and the reasons for doing this, is important.

The development of tour plans (itineraries) to suit the specific tourists' profiles. Interpretation of a general itinerary. Learners will not be expected to develop itineraries but rather interpret them.

Learners should be familiar with the following aspects of the itinerary:

- The tourist's available budget and time
- Costing of a tour
- Places of interest and activities in the area
- Transport and accommodation to suit customers' needs and preferences
- Health and safety information for tourists
- Passport and visa requirements and customs regulations
- Weather and clothing
- Travel insurance
- Foreign exchange and exchange rates.

The role of SA Tourism in marketing South Africa.

Terminology: "New" and "Existing" 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 as well as the criteria used to select new target markets.

They must also be familiar with how SA Tourism continues to maintain its market share of existing markets.

Ensure that learners get sufficient exercise in the conversion of major currencies to South African Rand and South African Rand into other major currencies. A calculator is ESSENTIAL - learners will not be able to answer these questions without one.

The **Bank Selling Rate (BSR)** is used when people buy foreign currency from a bank or foreign exchange dealer and **Bank Buying Rate (BBR)** is used when tourists exchange foreign currency for SA Rand.

Don't forget that exchange rates fluctuate daily and know the reasons why.

Current affairs and recent political situations all over the world and the impact these have on tourism trends. **Current affairs** refer to events that may have a short or long term, direct or indirect impact on tourism, e.g. floods could result in a water shortage, outbreak of diseases (cholera), damage to infrastructure (affecting accessibility).

SECTION E: CUSTOMER CARE AND COMMUNICATION (LO 4)

[30]

This Learning Outcome will assess effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.

- Cultural needs of tourists who visit South Africa.
- Identify South Africa's major inbound tourism markets, taking current trends into account
- Different expectations, cultural and other needs of each of these markets
- Ways in which businesses in the tourism industry should adapt their own behaviour to meet these needs.

Ways and methods to obtain customer feedback to confirm customer satisfaction.

How does a business know if its customers are satisfied with the service? (Surveys, questionnaires, follow up calls, mystery shopper/guest etc.) The impact of the service delivered by an organisation impacts on its business profitability. Reasons why service differs from one organisation to another. How actions contribute towards service excellence. Strategies to achieve and maintain quality service, e.g. performance management, quality control checks, customer surveys and team reviews.

Review the effectiveness of participation in teamwork and how contribution or lack of contribution impacts on a team, a business and profitability. Ways in which the use of strengths in a team environment supports the achievement of goals and quality service.

Available technology to communicate, e.g. telephone, fax, computer, email, cell phones, internet, photo copiers etc. Learners should be able to

- identify the technology
- the basic functioning of the technology
- the advantages and disadvantages
- select and apply the appropriate technology for the various types of communication

CONCLUSION

It is very important that learners realise that they cannot start preparing for the Tourism examination just before the examination. In order to perform well, they have to organise themselves by drawing up individual revision time tables. This will give them sufficient time to prepare for the subject Tourism.