



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

# **SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL**

**NQF Level 4**

September 2007



# **SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL – LEVEL 4 CONTENTS**

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## SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel, and Sustainable Tourism in South Africa and International Travel in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Sustainable Tourism in South Africa and International Travel* to prepare for and deliver Sustainable Tourism in South Africa and International Travel. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

## SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

### 1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

## 2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

### 2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

### 2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

### 3 MODERATION OF ASSESSMENT

#### 3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

#### 3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

### 4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

### 5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process in order to ensure the quality and integrity of assessments.

### 6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

## 6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers in planning learning programmes and learning activities.

## 6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

## 6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

## 6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

## 7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

### 7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

### 7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

### 7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

## 8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

## 9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument are chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

## 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

## 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

## 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

### 13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

#### 13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

#### 13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

## SECTION C: ASSESSMENT IN SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL

### 1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Sustainable Tourism in South Africa and International Travel must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

### 2 RECORDING AND REPORTING

Sustainable Tourism in South Africa and International Travel, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

#### **Scale of Achievement for the Vocational component**

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly Competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task.

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel, and Sustainable Tourism in South Africa and International Travel:

<b>LEVEL 2: SUSTAINABLE TOURISM IN SOUTH AFRICA</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
4	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	Two on map work and giving directions Two on matching tourist types to destinations One on local, provincial and national destinations, attractions and events One on sustainable tourism One on conservation and heritage
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

<b>LEVEL 3: SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
3	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
8	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

<b>LEVEL 4: SUSTAINABLE TOURISM IN SOUTH AFRICAN AND INTERNATIONAL TRAVEL</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
6	Closed-book class test(s) on theory	One or more per completed topic
4 (one per term)	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

# **ASSESSMENT OF SUSTAINABLE TRAVEL IN SOUTH AFRICA AND INTERNATIONAL TRAVEL**

## **LEVEL 4**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL - LEVEL 4

#### Topic 1: South Africa and international tourism

SUBJECT OUTCOME	
<b>1.1 Identify the location of various international countries and major tourist destinations using a map.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Overseas countries and major international tourist destinations are indicated on a world map. <i>Range: Countries in Western Europe, the UK, the Far East, North and South America, Australia, Asia.</i></li> </ul>	<ul style="list-style-type: none"> <li>Indicate overseas countries with major tourist destinations, on a world map in order to show a sound basic knowledge of where continents and countries are, including the location of several world-famous capitals. <i>Range: Countries in Western Europe, the UK, the Far East, North and South America, Australia, Asia.</i></li> <li>Research, in order to visually recognize and give the correct location of various major international tourist destinations. <i>Range: Major tourist attractions including but not limited to the Pyramids, Taj Mahal, Disney World, Eiffel Tower, Tower of London, Colosseum, Spanish Bullfight, Swiss Alps, Sugar Loaf Mountain and Rio Carnival, Parthenon, Mount Fiji, Great Wall of China, Little Mermaid in Copenhagen, Sydney Opera House, Floating Market in Singapore, German castles on the Rhine, a Caribbean island etc.</i></li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Knowledge test on blank maps.</li> <li>Videos on different international destinations accompanied by multiple-choice assignments.</li> <li>Knowledge test with various types of questions and lots of visual material in which student must be able to recognize well-known tourism landmarks and indicate where these can be found.</li> <li>All the above to be filed in the PoE.</li> </ul>	

SUBJECT OUTCOME	
<b>1.2 Explain what a tourist could typically expect when visiting destinations in other parts of the world.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>A typical tourist experience is briefly described for each of the following: <ul style="list-style-type: none"> <li>Four varied destinations in Western Europe and the UK.</li> <li>Two destinations in the Far East.</li> <li>Two destinations in North America.</li> <li>Two destinations in South America.</li> <li>One destination in Australia/New Zealand.</li> <li>Two destinations in Asia.</li> <li>One destination in the Middle East or the Balkans.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Research tour brochures and compare (in table format) a typical tourist experience for each of the following: <ul style="list-style-type: none"> <li>Four varied destinations in Western Europe and the UK.</li> <li>Two different destinations in the Far East.</li> <li>Two different destinations in North America.</li> <li>Two destinations in South America.</li> <li>One destination in Australia/New Zealand.</li> <li>Two destinations in Asia.</li> <li>One destination in the Middle East or the Balkans.</li> </ul> </li> </ul> <p><i>Range: Examples, typical purpose of visit (shopping, sightseeing, cultural, eco-tourism, ethnic, etc), typical activities (see and do), private travel, tour group, high /low volume of tourism, Is language barrier a problem?</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Individual project: Compile a diagram following the instructions as set out in Learning Outcome above (to be filed in PoE).</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.3 Describe the world from an international travel perspective.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Different world climatic zones and their effects on tourism are described. <i>Range: Tropical, dry, sub-tropical, temperate and polar.</i></li> <li>• Features of the compass are described.</li> <li>• The concept of latitude, longitude and map symbols is explained.</li> <li>• The concept of world time zones as well as GMT/UTC is described.</li> <li>• The concept of daylight saving is described and examples of countries observing this, are given.</li> <li>• The effect of distance travel across world time zones on the international passenger is described.</li> <li>• The effects of diseases on tourism are described. <i>Range: Yellow fever, malaria, typhoid fever, cholera, avian flu, hepatitis A and B, polio.</i></li> <li>• International and domestic tax for gateway airports is explained, as well as means of accessing this information.</li> <li>• The application of Value Added Tax (VAT) and Goods and Services Tax (GST) to international tourists is described and the procedure of reclaiming such VAT/GST is explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the basic different world climatic zones and point out examples on a world map. <i>Range: Tropical, dry, sub-tropical, temperate and polar.</i></li> <li>• Discuss the effect of a specific climate zone on tourism, e.g. the Mediterranean.</li> <li>• Draw the features of the compass with the different compass directions.</li> <li>• Explain the concept of longitude and latitude and how they relate to world travel (jet lag, time differences, seasons, etc.)</li> <li>• Identify general map symbols.</li> <li>• Give an elementary explanation of the concept of world time zones as well as Greenwich Mean Time (GMT) and Coordinated Universal Time (UTC).</li> <li>• Explain the concept of daylight saving and list the countries who observe this.</li> <li>• Describe the concept and effects of jet lag.</li> <li>• Describe the concept and effect of the world date line in terms of day lost/gained.</li> <li>• List and briefly describe in table form the main diseases that influence travel world wide. <i>Range: Yellow fever, malaria, typhoid fever, cholera, avian flu, hepatitis A and B, polio.</i></li> <li>• Describe how these diseases affect tourism as well as health worldwide.</li> <li>• Explain the concept of international and domestic airport taxes (sometimes also called departure tax), as well as where, when and how they are paid.</li> <li>• Compile a list of various means of accessing information regarding airport/departure tax.</li> <li>• Describe the concept of VAT/GST and how it applies to international tourists.</li> <li>• Explain the procedure that international tourists should follow to reclaim VAT/GST paid.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Worksheets followed by closed-book knowledge tests (could be multiple-choice) to cover this entire section.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.4 Identify the location of typical tourist countries and provide general information about a given location.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Typical tourist countries and important cities world-wide are identified using a world map or atlas.</li> <li>• International and domestic gateway cities/airports are identified by means of the 3-letter IATA codes using a map or atlas.</li> <li>• Major direct and indirect routes to and from South Africa, using various modes of transport, are identified.</li> <li>• Physical features are identified on a world map. <i>Range: The five continents and islands, the oceans and seas, most important physical or man-made attractions, political boundaries, capitals, ports of entries.</i></li> <li>• General tourist information is provided, given a particular country. <i>Range: General information such as language(s) spoken, climate, banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone, public/banking holidays, import and export regulations regarding duty-free articles; safety/security).</i></li> <li>• The influence on climatic conditions on a traveller's chosen destination is determined and alternative periods of travel or alternative destinations are offered if necessary.</li> <li>• Alternative travel arrangements are suggested where political changes have occurred in a particular region, making travel to that region unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify on a world map the location of typical tourist countries and cities world-wide.</li> <li>• Identify major international and domestic gateway cities/airports on a map.</li> <li>• Indicate the major transport routes (direct and indirect) to and from South Africa. <i>Range: Air, rail, road and sea.</i></li> <li>• Explain the concept of a domestic/international connecting flight (e.g. a Port Elizabeth client whose international flight to the Far East shall depart from Johannesburg International Airport).</li> <li>• Explain the practical implications of a connecting flight when flying overseas using a carrier that does not belong to one's own country (e.g. a Johannesburg tourist flying to Boston but using KLM airline). <i>Range: Route, luggage booked through, transit city, connecting time, travel documents needed for transfer, etc.)</i></li> <li>• Identify main physical features on a world map (Range: the five continents and the islands, oceans and seas)</li> <li>• Obtain general tourist information on a particular country. <i>Range: General information such as language(s) spoken, climate, banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone, public/banking holidays, import and export regulations regarding duty-free articles; safety/security.</i></li> <li>• Advise a client about the potential influence of climatic conditions on the chosen destination and time of travel and offer alternative periods of travel, or alternative destinations, if necessary.</li> <li>• Advise a client about political conditions in a particular region (regarding threatening civil war, terrorism, general unrest) and suggest alternative travel plans where necessary.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Map work exercise with worksheet where appropriate.</li> <li>• Various short case studies dealing with connecting flights.</li> <li>• Worksheet on international physical features (map work).</li> <li>• Individual assignment (every student can work with a different country).</li> <li>• Case studies dealing with climatic and political conditions.</li> </ul>	

**Topic 2: Evaluate tourism events with respect to sustainability**

<b>SUBJECT OUTCOME</b>	
<b>2.1 Evaluate local, provincial, national and international heritage conservation as well as preservation policy contexts.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Heritage policies and legislation in South Africa are identified to prepare for the management of heritage in a specific context</li> <li>Heritage policies and legislation in South Africa are evaluated at a national, provincial and local authority level, for impact on heritage.</li> <li>International heritage policies and legislation are identified to prepare for international comparability.</li> <li>Heritage policies and legislation of South Africa are evaluated and compared to facilitate international comparability.</li> </ul>	<ul style="list-style-type: none"> <li>Identify heritage policies and legislation in South Africa to prepare for the management of heritage in a specific context.</li> <li>Evaluate heritage policies and legislation in South Africa at a national, provincial and local authority level, for impact on heritage.</li> <li>Identify international heritage policies and legislation to prepare for international comparability.</li> <li>Evaluate and compare South African heritage policies and legislation with international standards, policies and legislation, to determine comparability.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Individual assignment.</li> <li>Worksheet whereby student is required to research the information but please provide generous guidance.</li> <li>Provide information or assist student to source the information and then give clear guidelines in the form of a group assignment in order to carry out the Learning Outcomes dealing with international heritage policies and legislation.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.2 Evaluate the role of heritage institutions and agencies.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Institutions and agencies involved in the production of heritage through preservation, interpretation and communication are identified, to place heritage activities in context.</li> <li>Comparisons are drawn between institutions and agencies involved in the production of heritage through preservation, interpretation and communication, to place heritage activities in context.</li> <li>Institutions and agencies in education, tourism and community development are evaluated for their role in preserving, interpreting and communicating tangible and intangible heritage.</li> <li>The roles of the institutions are reflected upon, to offer basic recommendations to the benefit of heritage as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Identify South African institutions and agencies involved in the production of heritage through preservation, interpretation and communication, to place heritage activities in context.</li> <li>Draw comparisons between these institutions and agencies involved in the production of heritage through preservation, interpretation and communication, to place heritage activities in context.</li> <li>Evaluate institutions and agencies in education, tourism and community development for their role in preserving, interpreting and communicating tangible and intangible heritage.</li> <li>Discuss how the roles of the institutions can be altered, adjusted or improved, to benefit heritage as a whole.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Research and compile a list.</li> <li>Worksheets with examples that students could follow to assist them to complete the Learning Outcomes dealing with comparing and evaluating institutions and agencies. Case studies can be added as an additional aid.</li> <li>Group discussion followed by a short oral feedback.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.3 Practice sustainable heritage development.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• The need for heritage management is identified in the context of local, regional, provincial, national and international guidelines and regulations.</li> <li>• Cultural heritage management is investigated through the investigation of examples.</li> <li>• Cultural heritage management is evaluated and compared through the investigation of examples.</li> <li>• Sustainable heritage is practiced within defined context.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the need for heritage management in the context of local, regional, provincial, national and international guidelines and regulations.</li> <li>• Investigate and report on cultural heritage management through the investigation of examples.</li> <li>• Evaluate and compare cultural heritage management through the investigation of examples.</li> <li>• Practice sustainable heritage within defined context.</li> </ul>
<b>SUBJECT OUTCOME</b>	
<b>2.4 Examine the different roles, relationships, responsibilities and expectations of all key stakeholders.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Key relevant role-players and stakeholders are identified and contextualised.</li> <li>• Roles of institutions and agencies in education, tourism and community development are identified to place them in overall context.</li> <li>• Roles, relationships, responsibilities and expectations of key role-players and stakeholders are analysed, compared and reflected upon, to place activities in context.</li> <li>• Roles of institutions and agencies in education, tourism and community development are evaluated to facilitate comparisons.</li> <li>• Roles of institutions and agencies in the preservation and communication of heritage are reflected upon to allow for the formulation of recommendations.</li> <li>• Development case studies being investigated are articulated and critically assessed within the debate of heritage development and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and contextualise key relevant role-players and stakeholders.</li> <li>• Identify roles of institutions and agencies in education, tourism and community development to place them in overall context.</li> <li>• Analyse and compare roles, relationships, responsibilities and expectations of key role-players and stakeholders, to place activities in context.</li> <li>• Evaluate roles of institutions and agencies in education, tourism and community development to facilitate comparisons.</li> <li>• Discuss roles of institutions and agencies in the preservation and communication of heritage to allow for the formulation of recommendations.</li> <li>• Articulate and critically assess development case studies being investigated, within the debate of heritage development and sustainability.</li> </ul>
<b>SUBJECT OUTCOME</b>	
<b>2.5 Conduct effective evaluations to measure successful operations.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• The success of the event against set objectives is measured.</li> <li>• Client satisfaction levels are measured.</li> <li>• Post event reviews are held.</li> <li>• Highlights are emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure the success of the event against set objectives.</li> <li>• Measure client satisfaction levels.</li> <li>• Compile a report on post event reviews.</li> <li>• List the highlights.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Group practical in which a real event is being planned. Set the objectives.</li> <li>• Continue with a question sheet and check list.</li> <li>• Compile a written report.</li> <li>• Compile a list.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.6 Reflect on, measure and evaluate performance in order to improve future practice and learning.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Own performance is measured and evaluated.</li> <li>• Staff performance is measured and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and evaluate own performance.</li> <li>• Measure and evaluate staff performance.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Develop a template and complete.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.7 Evaluate effectiveness of systems and processes supporting the event to ensure sustainability.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The administrative system and process supporting the event is examined.</li> <li>The communications system and process supporting the event is examined.</li> <li>The support services supporting the event are evaluated.</li> <li>The documentation supporting the event is evaluated.</li> <li>The event management process is evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the administrative system and process supporting the event.</li> <li>Examine the communications system and process supporting the event.</li> <li>Evaluate the support services supporting the event.</li> <li>Evaluate the documentation supporting the event.</li> <li>Evaluate the event management process.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Develop templates and complete.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.8 Conduct mid-event evaluations.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Evaluation procedures are monitored.</li> <li>Quality and high standards of event are ensured.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the evaluation procedures.</li> <li>Assess whether quality and high standards of event are still ensured.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Develop and complete a checklist.</li> <li>Compile and complete a quality control template.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.9 Compile a report in user-friendly format.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Proceedings and evaluations are recorded.</li> <li>Report is communicated to all appropriate role players.</li> <li>Necessary recommendations are made to achieve sustainable events.</li> </ul>	<ul style="list-style-type: none"> <li>Record proceedings and evaluations.</li> <li>Communicate report to all appropriate role players.</li> <li>Make necessary recommendations to achieve sustainable events.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Compile a written record</li> <li>Give oral feedback</li> <li>Group discussion with written recommendations</li> </ul>	

#### 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL - LEVEL 4

##### 4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of the ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires ***integrated application of competence*** and is executed and recorded in compliance with assessment conditions.

Two possible approaches to the ISAT may be applied as follows:

- The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task

OR

- The other option is that students will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment/exam session at the end of the year

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of the year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

##### 4.2 National examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	35%	35%