FURTHER EDUCATION & TRAINING PHASE (FET)

TOURISM

SBA EXEMPLAR BOOKLET

GRADES 10 - 12

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

NDP 2030

FOREWORD

The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

MR HM MWELI
DIRECTOR-GENERAL
DATE: 13/09/2017

Table of Contents

1. Introduction

Literacy in the 21st Century means more than basic reading, writing and computing skills. The 'illiterate' of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.
Alvin Toffler - "Rethinking the Future."

1.1 The School-Based Assessment Guideline Booklet

This School-Based Assessment (SBA) booklet not only gives guidance on the administration and implementation of School-Based Assessment, it contains valuable information of all aspects for teaching and assessment in Tourism. It also provides provinces, districts and teachers with guidance to quality assure School-Based Assessment tasks for Tourism.

The booklet is intended as a guide for the development of Tourism SBA tasks and SBA assessment. Guidance is given to Subject Advisors and Teachers with emphasis on the three compulsory components of SBA tasks:

- The task (test / examination)
- The assessment tool
- The cognitive analysis grid

1.2 Acknowledgement

This booklet was made possible through contributions from teachers, Subject Advisors and Provincial Subject Coordinators. Our sincere gratitude goes to the team responsible for the compilation of this booklet, who spent long dedicated hours of hard work to complete this project.

*What **skill(s)** do you need to develop?*

*What is it you need to **focus** on?*

Focus leads to passion………..

2. Understanding School-Based Assessment

School-Based Assessment (SBA) is a compulsory component of the promotion marks in the FET phase. It is a form of assessment that is embedded in the teaching and learning process and is an integral part of the learners' preparation for the final examinations. It has a number of important characteristics that distinguishes it from other forms of assessment:

- It involves the **teacher** from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgements.
- It allows for the collection of a number of **samples of learner performance** over a period of time.
- It can be **adapted** and modified by the teacher to match the teaching and learning goals of the particular class and learners being assessed.
- It is carried out in the **classrooms** and is conducted by the learners' own teacher.
- It takes place at **different stages** of the learning process, as required in Chapter 4 of the Curriculum and Assessment Policy Statement (CAPS).
- It **involves learners** more actively in the assessment process, especially if self- and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive **feedback to learners**.

- It stimulates **continuous evaluation** and amendment of the teaching and learning programme.
- It **complements other forms of assessment**, including external examinations.

2.1 Aims and Objectives of School-Based Assessment

School-Based Assessment should…
- provide a balanced, reliable assessment system, to include a range of diverse assessment tasks.
- improve the validity of practical assessment by including aspects that cannot be assessed in formal examination settings.
- improve the reliability and validity of assessment because judgements will be based on many observations of the learners over an extended period of time.
- reflect a beneficial effect on teaching and learning, particularly in relation to the development of teaching and assessment practices.
- empower teachers to engage with the assessment process.
- develop and improve knowledge and skills to ensure that effective learning takes place.
- enhance, collaborate and share good practice and expertise within and across schools.
- empower teachers to teach at a level that informs and prepares the learner for the expected standard of assessment.

Unless the assessment criteria are communicated clearly to learners, it will not improve the level of learning (or teaching). It is only when the learner understands the assessment criteria and how the criteria applies to the expected response, that he/she can take responsibility for their own process of learning.

2.2 A quality assessment programme should include:

- ASSESSMENT *FOR* LEARNING — teachers monitor learners' progress to inform their teaching (usually through **informal** assessment)
- ASSESSMENT *OF* LEARNING — teachers use evidence of a learner's performance to make a judgment of the learner's achievement against clearly stated standards. (usually through **formal** assessment)
- ASSESSMENT *AS A TOOL FOR* **LEARNING** — A learner reflects on his/her progress to inform the level of effective understanding and learning that has taken place.

School-based assessment is aligned with and embedded within the broader educational philosophy of "assessment for learning". Assessment for learning is any form of assessment in which the main aim is to enhance students' learning. An assessment activity can help learning if it provides information that can be used (feedback) by teachers and learners to improve the teaching and learning process in which they are engaged. It thus differs from assessment of learning, which is designed primarily to serve the purposes of accountability, ranking, or certification of competence. SBA may take place at different points of the learning process, as described through Section 4 in the Curriculum and Assessment Policy Statement (CAPS), and the assessment results are recorded and count towards a learner's final promotion or certification.

It is thus important to note that the process *(formative)* is as important as the *summative act*, in the SBA. Assessment should always contribute to a learner's learning and progress. SBA, therefore, should provide information on the learner's attainment of knowledge, understanding and skills and should contribute to individual learning by reinforcing and complementing that learning. Furthermore, assessment should also contribute to a teacher's teaching and reflection on the level of learner understanding. SBA should thus provide information for the teacher to measure the learner's attainment of knowledge, skills, and understanding of key concepts that will contribute to learning.

2.3 The FIVE steps of quality School-Based Assessment

The FIVE steps of quality School-Based Assessment

1. Collect evidence

2. Assess performance

3. Record Performance

4. Analyse performance

5. Give feedback

Generating and collecting evidence of learners' performance
This is done through the various assessment tasks given to learners by the teacher.

Assessing learners' performance
The teacher marks the learners' responses using an appropriate assessment tool in order to arrive at a mark which indicates the learners' understanding of the topic(s) covered by the assessment task.

Recording learners' performance
Recording is done to track learners' progress throughout the year and to record specific challenges experienced by the learners in order to plan intervention.

Analysing learners' performance to improve the process of learning and teaching

The teacher may choose to repeat certain aspects of the content or use a variety of strategies to improve learning. This can be followed by extended opportunities for learners to improve their learning.

Feedback to learners

Feedback from the teacher will improve the learners' confidence, self-awareness and enthusiasm for learning. It should be done in such a way that it maximises the learners' potential at different stages of the learning and teaching process.

School-based assessment needs to be continuous and integrated naturally into every stage of the teaching-learning cycle, and not just at the end of the process.
Source: http://www.hkeaa.edu.hk

2.4 The difference between formative and summative assessment

School-based assessment tasks can be used for *formative* as well as *summative* purposes.

INFORMAL ASSESSMENT	FORMAL ASSESSMENT
Informs learning and understanding of the content. Prepares the learner for formal SBA assessment	*Assessment for progression and promotion*
• A series of informal assessment tasks • Frequently done /daily • Gives information about learners' immediate learning needs • Develops skills • Monitors learners' learning process • Frequent feedback • Can be marked by learners • Recording of marks is optional • Improves learning and teaching	• Formally planned assessment tasks • Formal tests • Formal examinations • SBA tasks are completed in Term 1-3. • Marked by teacher • Formally recorded • Assess learners' progress • Must be moderated

Informal Assessment

Informal or daily assessment is made up of those tasks that are regarded as stepping stones to monitor or assess the progress of the learner in the subject classroom and to prepare for the formal assessment tasks. Examples of these tasks include classwork, homework and verbal question and answer sessions. Informal or daily assessment tasks need **not be recorded.** Teachers may let learners assess their own work to further reinforce learning. The teacher then ensures that corrections are done. These assessments also allow more opportunity for the learners to develop and practice what they have learnt and have the ability to do the work correctly. Most critically, they inform the teacher of where learners are experiencing difficulties and what early steps should be taken to assist learners to overcome these challenges.

**School-Based Assessment Task – ** an assessment activity designed to assess a range of knowledge, skills and competencies. Can be formal or informal.

Formal Assessment

Formal assessment tasks are marked and formally recorded by the teacher. The number of tasks required for official recording by the teacher is specified in the *National Protocol of Assessment: Recording and Reporting*. These tasks make up the *Programme of Assessment*. They are a core part of the teacher's planning. Teachers should factor into their planning any additional support required by learners that experience learning difficulties. Formal assessment is an essential part of teaching

and learning. The evidence of learners' performance in formal tasks provides feedback with regards to the content, concepts and skills that have been acquired by the learner in a specific learning area or subject. The marks of those tasks will be used for promotion and progression of learners to the next grade and to give feedback to parents and various stakeholders in this regard. The feedback will also indicate what support is planned for those learners who are not able to master all the content, concepts and skills and need more time to reinforce teaching and learning.

2.5   Evidence of learner performance

Previously, a learner's collection of evidence was kept in a "special file" called a "**portfolio**". This is no longer an official requirement and can be a decision that is determined by a school or the teacher. Both formal and informal assessment tasks can be kept in workbooks, exercise books or other relevant format. Selected tasks will also be used to inform and track individual performance in order to provide constructive support to individual learners.

This evidence should be made available by the teacher and/or learner whenever required for control by the HOD, SMTs or Subject Advisor, teaching and learning support staff or other education officials or parents. Teachers have to ensure that each learner has a work book with *adequate evidence* of written work (class work and home work) *on all topics* in the Tourism curriculum.

2.6   Moderation of School-Based Assessment

2.6.1 Moderation to ensure standardisation, uniformity and quality

The purpose of moderation is to ensure the standard and quality of SBA is comparable across all schools. Moderation focuses on the formal assessment tasks that are listed as compulsory SBA tasks in subject's CAPS documents.

Levels of moderation		
Internal	Level 1	School
External	Level 2	Cluster moderation / PLC
	Level 3	District moderation
	Level 4	Provincial moderation
	Level 5	National moderation (DBE)
	Level 6	Umalusi moderation

Moderation: The process of verifying results of School-Based Assessment and external assessment.

PLC – Professional Learning Community: A group of teachers that meets regularly, share expertise, and work collaboratively to improve teaching skills as well as the academic performance of learners.

The school-based assessment tasks, the marked learner evidence, together with the teacher record of assessment should be moderated at school, district and provincial level.

Moderation conducted at each of these levels will be to…

- confirm the validity, fairness and relevance of the assessment instrument.
- establish whether assessment was conducted in a fair and consistent manner.
- establish the reliability, validity and fairness of the assessment scores.
- provide feedback of the moderation findings with a view to improve the quality of teaching, learning and assessment.

The **National Protocol of Assessment** states:

6. School-Based Assessment

(4) Moderation should ensure that the quality and standard of the SBA, as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements, have been met.

(5) In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the accredited assessment body, and Umalusi.

7. Practical Assessment Tasks

(4) Moderation should ensure that the quality and standard of the Practical Assessment Tasks, as contemplated in *chapter 4* of the National Curriculum and Assessment Policy Statements have been met.

(5) In Grade 12, Practical Assessment Tasks must be moderated by experts in each subject and quality assured by Umalusi.

2.6.2 Pre-assessment Moderation

All Tourism formal assessment tasks must be moderated by the Head of Department (HOD)/Subject Head or Subject Specialist Teacher deemed to be competent in the subject at the school or HOD/Subject Head from a neighbouring school, *prior to the administration* of the assessment tasks. A special pre-assessment moderation tool should be used and kept for record purposes.

2.6.3 Post-assessment Moderation

Post-assessment moderation is often referred to as script moderation or moderation of learner evidence of performance.

Moderation of the marking of the learner evidence of performance is done to ensure that the marking guideline was consistently applied by the teacher across the learner evidence of performance provided. A special post-assessment moderation tool should be used and kept for record purposes.

2.7 Examples of moderation tools for SBA

Double-click on the blue icon below to open an electronic version.

SBA moderation tool	Pre-assessment moderation tool for SBA	Post-assessment moderation tool for SBA
Example of a SBA moderation tool.docx	Example of a Pre-Assessment mode	Example of a Post Assessment moderati

3. Induction for new or novice Tourism teachers

To become a successful Tourism teacher, it is essential to have a full understanding of how the subject is structured and what administrative requirements are expected.

3.1   The structure of the subject

TOURISM

→ **Theoretical Work (SBA)**
- Project
- Formal tests
- Examinations

→ **Practical Work (PAT)**
- Phase 1
- Phase 2
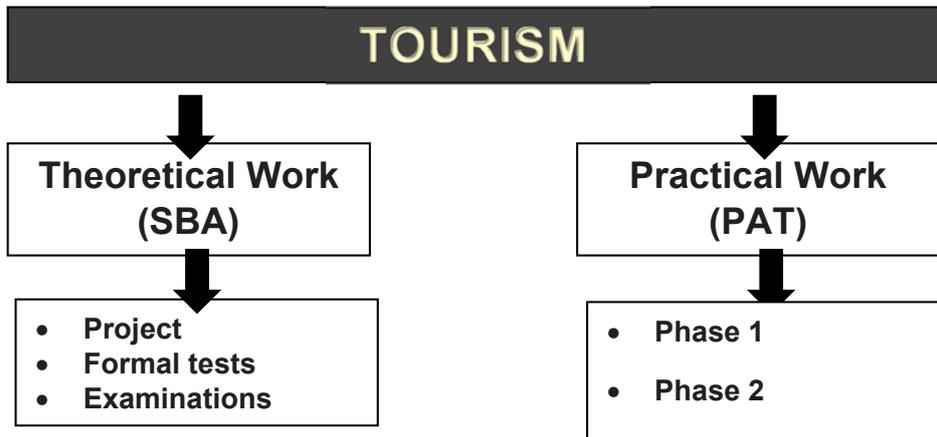
CAPS: Curriculum and Assessment Policy Statement
SBA: School-Based Assessment
PAT: Practical Assessment Task
UMALUSI: 'shepherd' - in Nguni culture the person who is the guardian of the family's wealth. Umalusi is the watchdog body of the Dept. of Basic Education.

3.2   Policy documents required for teaching Tourism

To ensure that effective teaching and learning takes place, the Tourism teacher must be provided with the policy documents to assist with planning and preparation.
The National Curriculum Statement
The National Curriculum Statement Grades R-12 is a policy document that informs our National Education policy. It is a policy that formulates curriculum frameworks, core syllabus and education programmes, learning standards, examinations and certification qualifications.
Three major documents:
- Curriculum and Assessment Policy Statement (CAPS) for Hospitality Studies
- NPA (National Protocol For Assessment Grade R-12)
- NPPPPR (National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grade R-12)

3.3   Subject-specific documents required to teach Tourism

Grade 12
- CAPS document for Tourism
- Work Schedule for Grade 12
- PAT document
- Evidence of preparation for teaching
- Examination Guidelines (Grade 12 - 2017)

Grade 11
- CAPS document for Tourism
- Work Schedule for Grade 11
- PAT document
- Evidence of preparation for teaching
- Examination Guidelines (Grade 12 - 2017)

Grade 10
- CAPS document for Tourism
- Work Schedule for Grade 10
- PAT document
- Evidence of preparation for teaching
- Examination Guidelines (Grade 12 - 2017)

3.4 Evidence required to organise for teaching Tourism

Grade 10-12
Teacher evidence is prepared per teacher per grade responsible for.

- Teacher SBA Portfolio of evidence = Teacher file for SBA
- Teacher PAT Portfolio of evidence = Teacher file for PAT
- Tourism Master File (*Optional Master copy of policies / subject documents kept in safekeeping by the principal's office*)

3.5 Management of the Tourism evidence for teaching

The portfolio of evidence is compiled at the beginning of the year.
Every Tourism teacher is required to compile a personal portfolio of evidence per grade he or she is responsible for.

Organise the information that is collected to develop activities for daily assessment according to topics. Use magazines / pamphlets / brochures / newspaper articles.
Additional activities from other sources than the textbook are also placed and organised per topic.
Include the prepared worksheets / activities / class tests together with the accompanying marking guidelines as evidence for planning. The prepared activities are extended and updated every year and outdated information is removed to keep the information current.

Note: It is the responsibility of every teacher to ensure that every learner has access to and uses a textbook. Textbooks must be treated with respect and well looked after. Evidence for control and management of a sound retrieval system for every Tourism class is important.

Some guidelines to assist with the management of the evidence and documents to be included:
1. Cover page (must be clearly marked with the name of the subject, school and teacher)
2. Index page
3. Copy of the teacher's timetable
4. Teacher and school profile
5. Policy documents: NCS CAPS Tourism + (*NPPPPR, NPA-electronic version*)
6. Exam Guideline for Tourism
7. PAT document and evidence required for PATs
8. Work schedule: Completed weekly and signed by HOD
9. Evidence of Planning for Informal assessment
10. Programme of Assessment *(Assessment Plan for the Grade)*
11. Recording sheets

12. Formal assessment tasks (project, tests and examination papers with marking tools subdivided per term)
13. Analysis of results and diagnostic intervention
14. Target setting and tracking of progress toward achieving this target
15. Moderation reports: Evidence of internal and external moderation
16. School/class visit reports
17. Subject Improvement Plan
18. Learner name list of:
    - Progressed learners
    - Learners at risk
    - High-achieving learners / Learners that can become high-achieving performers
19. Communication from the Provincial Subject Coordinator (letters, circulars, etc.).

The collection of evidence remains the property of the school and may not be removed when a teacher leaves the post. This file must be available during on-site curriculum monitoring and support visits conducted by the District Subject Advisors or Provincial/ Circuit/District Managers.

The focus of these visits will be to determine curriculum coverage of which learners' books will serve as evidence. Other areas of support will include verification of the:
- Availability of funds for the subject.
- Compliance of timetables with the prescribed notional time.
- Availability of CAPS Subject's policy statement and Exam Guidelines and Exemplar Question papers.
- Analysis of NSC results, target setting and development and implementation of intervention strategies.
- Tracking progress towards achieving the targets that were set.
- Follow-up and support for progressed learners and learners at risk.

It is important for the teacher to keep and track evidence for absenteeism and non-submission of tasks (medical certificates submitted by learners, court appearances etc.)

The Grades 10 - 12 Teacher's PAT file
All teachers teaching Grades 10-12 to compile a PAT portfolio (Teacher's PAT file).
This file must contain:
- **Cover page** with the name and centre number of the school, teacher name, grade, academic year
- **PAT management plan** developed by the teacher at the beginning of the year for PAT 1 and 2
- Complete, typed **marking guideline** for questions specified in the official PAT document
- The official PAT **mark sheet**
- A copy of the **PAT document for the current year**
- Evidence of moderation reports

3.6   Evidence of preparation for teaching

All teachers are required to produce evidence of teaching preparation (formerly referred to as "lesson plans"). It has to be brief and concise. A teacher may choose the most appropriate method for preparation (e.g. in a diary, on a template, in a separate book) as long as the preparation contains the following FIVE elements:
- The day and date

- The grade
- The topic to be taught (no content needs to be specified)
- Activities for the lesson (e.g. class debate, class test, written activity from textbook, class quiz, role play, etc.)
- Assessment (formal / informal and form of assessment)

3.7   Notional time for Tourism

The compulsory teaching time for Tourism is four hours per week (*in a 5-day cycle*). As this subject involves practical work that makes up 25% of the end-of-year promotion or certification mark, the timetable should make provision for one double period of 80 – 90 minutes per week during which learners can do practical work.

Remember the ATP is preparation for a week and the time must then divide the covered content and activities into specific periods (4 hours). You also need to cater for tests/projects/PAT to be completed in certain periods, where applicable

Table to assist with time allocation for notional time in different cycles:

Compulsory notional time for Services Subjects						
	5-day cycle	6-day cycle	7-day cycle	8-day cycle	9-day cycle	10-day cycle
Compulsory number of hours in the cycle for school	27.5	33	38.5	44	49.5	55
Compulsory number of hours in cycle for elective subjects	4	4.8	5.6	6.4	7.2	8
Percentage %	14,5%	14,5%	14,5%	14,5%	14,5%	14,5%
Compulsory number of minutes in cycle for elective subjects	240	288	336	384	432	480

Number of periods per cycle						
		3x in Cycle	4x in Cycle	5x in Cycle	6 x in Cycle	7x in Cycle
5-day cycle	240 min	80 min	60 min	48 min		
6-day cycle	288 min	96 min	72 min	58 min	**48 min**	
7-day cycle	336 min	112 min	84 min	67 min	56 min	48 min
8-day cycle	384 min	128 min	96 min	77 min	64 min	55 min
9-day cycle	432 min	144 min	108 min	86 min	72 min	62 min
10-day cycle	480 min	160 min	120 min	96 min	80 min	69 min

Incident record: Keep evidence of an incident record on the weekly planner.

Note any disruptions/ change that influence planned teaching activities /time in a coloured pen or highlighter, e.g. shorter period/ photo day/ visit from Subject Advisor. All planning for teaching must align with the Annual Teaching Plan (*CAPS, page 13-37)* and the Work Schedules issued every year for that specific year.

Without proper planning it will not be possible to cover ALL the prescribed content and tasks for the year.

Make sure that all learners attend class from Term 1-4 as prescribed in the ATP.

All Grade 12 content must be covered before the start of the preparatory examinations. Time on hand after this exam must be used to discuss remedial measures, do constructive revision and prepare for "exam readiness".

Example: Preparation template for teaching (*To be completed by the teacher*)

School:					Teacher:				
Subject:									
Term:		Week:		Date:	From: 22 January **to** 26 January 2018				
Day	1	2	3	4	5	6	7	8	9	10
Time:	08:00 to 08:45									
Monday 22/1/2018										
Tuesday 23/1/2018										
Wednesday 24/1/2018										
Thursday 25/1/2018										
Friday 26/1/2018										

3.8   How to present a successful Tourism lesson

Many teachers fall into the trap of grabbing a textbook and starting their lessons without proper PLANNING or PREPARATION.

Here are some suggestions on how to make your teaching meaningful, effective and successful:

Step 1: WORK SCHEDULE

Use the Work Schedule to determine what content must be taught during a particular week. This content will be aligned to the Annual Teaching Plan in the CAPS policy for Tourism.

The Work Schedule …

- is a mirror-image of the CAPS and is therefore your Annual Teaching Plan (ATP)
- is a pacesetter to help you and your learners work at the required pace
- contains a week-by-week teaching plan for the year
- contains information about the required formal assessment tasks for SBA
- helps you to plan and slot in formal assessment tasks
- helps you to plan and slot in PAT working sessions
- contains all the official mark sheets to record learner performance (excluding electronic mark sheets)
- can be used as a planning tool for teaching preparation
- has to be completed/ updated on a weekly basis across grades

ATP: Annual Teaching Plan found in the Work Schedule

PLEASE NOTE:
Teachers may move content within a particular term, but **NO** content may be carried over from one term to another.

Step 2: TEXTBOOK(S)

Find the content in the textbook(s). Study the content and decide on the method you will be using to teach that content. Develop informal assessment tasks that learners can do in class or for homework after the content has been taught. You can also use activities in the textbook to assess whether the content is fully understood. Learners mark their own classwork and the teacher follows up and controls the classwork books on a regular basis. Do not forget to sign, date and write constructive, encouraging comments in learners' classwork books.

Develop your teaching support material (teaching aids). This can be any material to assist you to present your lesson successfully. It can be a PowerPoint presentation, a video, pictures, maps, etc. In *Chapter 5: 'Tourism resources and innovation'* more information for visual support material to enhance Tourism teaching is included.

Step 3: PRESENT YOUR LESSON

Having completed steps 1 and 2, you should now be prepared to walk into your classroom and present your lesson with confidence. Successful teachers incorporate as many of the learners' senses as possible – see, hear, listen and write. Follow the lesson with written work such as blitz tests, summaries, notes, activities, diagrams, mind maps, etc. (where applicable).

3.9   Language (English) across the curriculum

NOTE: Every teacher is a language teacher!!

LAC is aimed at improving learners' language proficiency and understanding of academic content and improving their attainment.

Basic language skills:
- Listening and Speaking
- Reading and Viewing
- Writing and Presenting

Language skills in the curriculum

The language skills, namely, speaking and listening, reading and viewing, writing and presenting and language use, are core to the process of learning and teaching. As the teacher explains, the learner listens and then asks questions for clarity. In the process, the learner reads what the teacher has

written on the chalkboard, or from the textbook, and uses language to write notes or do an assessment task as required. The language skills are thus continuously integrated in learning so that, should they be focused and strengthened, knowledge acquisition will be enhanced.

The following learning skills, though located in languages, **are shared by all subjects in the curriculum by:**
• Locating information
• Gathering facts
• Organising information
• Acquiring information – using strategies through reading
• Acquiring information – setting purpose for listening
• Communicating orally – speaking with accuracy and pose
• Writing with clarity and exactness, using the writing process
• Evaluating and applying – applying problem-solving and critical-thinking skills
• Writing for specific audiences and purposes

Learners need to be taught these skills and consciously be made aware that the skills apply in all subjects. Guidance should be given for how one goes about identifying the use of the above.

Speaking and Listening
What is the role of listening and speaking as essential communicative skills in '*Learning across the Curriculum'*?
• Processing and acquiring information
• Listening to interact
• Speaking to interact
• Speaking for academic purposes

Different kinds of listening skills:
Comprehensive (Informational) Listening – Learners listen to the content of the message.
  – Identify, interpret and evaluate messages
  – Distinguish between facts and opinions
  – Understand instructions, directions and procedures
  – Identify main and supporting ideas
  – Make notes and summaries
  – Give interpretation of meaning

Critical (Evaluative) Listening – Learners judge the message.
  – Identify and interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping
  – Identify and interpret tone, pace and language use
  – Respond to style, tone and register and evaluate correctly
  – Understand the logical sequence of information
  – Make judgements and support with evidence
  – Make assumptions and predict consequences
  – Make critical responses to language use, word choice, format and pronunciation
  – Structure markers

Examples:
  – Expressions: First of all; on the one hand …; firstly
  – Rhetorical question: How are we going to solve the problem …?

– Forms of address or repetitions: Ladies and gentlemen; I want to emphasise that …; Are you with me?

Key words are the theme words
They inform the main theme or sub-theme of the text. Such words used in oral texts are:
– usually emphasised;
– usually incorporated in the title;
– mostly repeated; and
– used as synonyms.

Critical awareness of language usage
– Vocabulary and creative language use
– Ability to manipulate language in order to evoke audience response
– Awareness of, and sensitivity to language use on cultural issues

Reading and Viewing
Learners need
- to understand the reading process (pre-reading, during reading and post-reading).
- the skills to read and comprehend content-based texts, e.g. skimming, scanning, etc.
- knowledge of different types of texts and the best strategies for reading them.
- multiple and meaningful opportunities to practise reading in **subject-specific contexts with**:
  – appropriate resources.
  – opportunities to talk about their reading and thinking.
  – background knowledge in subject areas.
  – expanded sight vocabularies and word-solving strategies for reading subject-specific texts.
  – strategies for previewing texts, e.g. monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences.
  – strategies for becoming independent readers in any context.
  – the ability to view texts critically in a world driven by multimedia and visual stimuli.

Writing and presenting
Writing-to-learn (should be integrated with reading**)**
– Writing-to-learn activities are impromptu, short or informal writing tasks designed to enhance thinking skills - through key concepts and ideas
– They are limited to less than 5 minutes of class time or assigned as brief, out-of-class assignments
– Attention is focused on ideas rather than correctness of style, grammar or spelling. It is less structured than writing to demonstrate knowledge.
– Writing-to-learn is a strategy that teachers employ throughout and/or at the end of a lesson to engage learners and develop big ideas and concepts.

In Tourism it is important to note that:
– Writing sentences using new vocabulary will help learners to remember the words in context.
– Understanding the action verbs used in assessment will help learners know what is expected of them in an examination.

- Create meaningful opportunities for learners to read subject related information, i.e. textbooks, newspapers, recipe books, magazines.

Examples:
Magazine articles
Write an article for a travel magazine about the uniqueness of traditional South African ……..
Write an article for a magazine based on: 'Tourist safety in …………………..

Budget / Quotation
Compile / critique a budget /quotation to cater for a ………………

Giving instructions in a chronological order
Write out the order ……….
Write out the order/sequence of the ……………………. after /before a flight.
Write down the sequence for ………………………..

Brochure
You are working at a wedding and conference venue. Design a brochure to use as a marketing tool for ………………….Mention the facilities available and the excellent …………………
Short articles, mentioning facts, straight to the point.
Write a short informative article about …………………….

Poster
Design a poster for the lobby of a boutique hotel, explaining how to handle emergency situations.
Design a poster for ……………………………………….

Writing an e-mail and sending a fax
Reply to a customer complaining about the …………………………at your establishment.
Respond to a request from a prospective customer about the …………………………..at your …………………………………………

4. The Programme of Assessment for Tourism

4.1 School-Based Assessment in Tourism

School-Based Assessment is a compulsory component for progression and promotion requirements across all grades.

In Tourism, School-Based Assessment refers to the **project**, all **formal term tests** and **examinations** SET and MARKED by the teacher and counts towards the promotion mark of a learner. These are called FORMAL ASSESSMENT TASKS and are conducted in class under the supervision of the teacher. In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the accredited Assessment Body, and Umalusi, whereas in Grades 10 and 11 schools rely on the provincial/ district model.

In Tourism, there are six formal assessment tasks that contribute towards the SBA mark.

The table below provides an example of how to approach planning for the Programme of Assessment. *(CAPS, p38)*

GRADE 10	GRADE 11	GRADE 12
Term 1 Task 1 (Test) Task 2 (Project)	**Term 1** Task 1 (Test) Task 2 (Project)	**Term 1** Task 1 (Test) Task 2 (Project)
Term 2 Task 3 (Test) Task 4 (June Examination: 100)	**Term 2** Task 3 (Test) Task 4 (June Examination: 150)	**Term 2** Task 3 (Test 2) Task 4 (June Examination: 200)
Term 3 Task 5 (Test) Task 6 (Test)	**Term 3** Task 5 (Test) Task 6 (Test)	**Term 3** Task 5 (Test) Task 6 (Trial Examination: 200)
Term 4 Final Examination (200)	**Term 4** Final Examination (200)	

School-Based assessment is conducted every term in Grades 10-12. Each grade completes two tasks per term as reflected in the policy document. *(CAPS, page 38-39).* The content, included for assessment in a task, must first be taught before being assessed. All SBA tasks are marked by the teacher. The marks obtained are converted to the prescribed weighting for the task *(CAPS, page 38-39)* and are then recorded on the DBE (Department of Basic Education) official recording sheet provided. After marking and recording are completed, the tasks have to be kept in safekeeping at school to be available for the different levels of moderation. The recording sheet reflects both raw marks as well as weighted marks.

Tests may not be rewritten where learners have performed poorly. Learners who are absent for a valid reason and who are able to present legal supporting documents may *not be disadvantaged* with a zero for the task. Such a learner's marks are calculated individually without the task that was missed so as to not disadvantage the learner.

Learners absent *without a valid reason* or *without any evidence* of supporting documents, are allocated a zero.

During the marking process, the teacher has to complete a diagnostic (question by question) analysis template to assess areas not mastered during teaching. This template will be used to draw up an intervention programme to close the identified gaps to improve the quality of teaching and the process of learning.

4.2   Program of Assessment for Grades 10 - 12

It is compulsory to make the programme of assessment available to parents and learners at the beginning of the academic year.

The purpose of the Programme of Assessment (PoA) is, to …
- assist both the parent and the learner to plan ahead well in advance for each task (parental involvement)
- inform the parents and the learner of the date scheduled for the task, as well as the mark allocation and weighting of marks for each task
- inform the learner about the quarterly tasks that will be assessed
- support the learner to prepare in advance for the task to be written

- avoid clashes of formal assessment tasks across subjects in a grade to ensure that no learner is disadvantaged by unfair expectations of having too many tasks being administered on the same day.

4.2.1 Programme of Assessment for Grade 10

TERM 1			
Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 1: Test	50	75%	75%
Task 2: Project or Field trip/excursion	50	25%	25%
Total mark for Formal Assessment for the term:			100

TERM 2			
Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 3: Test	50	25%	25%
Task 4: June Examination	100 (fixed)	75%	75%
Total mark for Formal Assessment for the term:			100

TERM 3			
Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 5: Test	50	75%	75%
Task 6: Test	50	25%	25%
Total mark for Formal Assessment for the term:			100

TERM 4			Promotion mark
Type of Assessment	Marks for the Assessment task	Entered on the Official Mark Sheet as a mark out of	PAT Phase 1 & 2 = 50+50 = **100**
November examination	200 (fixed)	200	SBA=Term1+2+3=300 300÷3　　= **100**
			November examination = **200**
Total mark for Formal Assessment for the term			**400÷4 = 100**

*NOTE: The mark allocation for tests are not prescribed but should adhere to a minimum of 50 marks per test.

4.2.2 Programme of Assessment for Grade 11

TERM 1			
Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 1: Test	50	75%	75%
Task 2: Project or Field trip/excursion	50	25%	25%
Total mark for Formal Assessment for the term:			**100**

TERM 2			
Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 3: Test	50	25%	25%
Task 4: June Examination	150 (fixed)	75%	75%
Total mark for Formal Assessment for the term:			**100**

TERM 3			
Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 5: Test	50	75%	75%
Task 6: Test	50	25%	25%
Total mark for Formal Assessment for the term:			**100**

TERM 4			Promotion mark	
Type of Assessment	Marks for the Assessment task	Entered on the Official Mark Sheet as a mark out of	PAT Phase 1 & 2 = 50+50 **= 100**	
November examination	200 (fixed)	200	SBA=Term1+2+3=300 300÷3 **= 100**	
			November examination **= 200**	
Total mark for Formal Assessment for the term			**400÷4 = 100**	

*NOTE: The mark allocation for tests are not prescribed but should adhere to a minimum of 50 marks per test.

4.2.3 Programme of Assessment for Grade 12

TERM 1

Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 1: Test	50	75%	75%
Task 2: Project or Field trip/excursion	50	25%	25%
Total mark for Formal Assessment for the term:			**100**

TERM 2

Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 3: Test	50	25%	25%
Task 4: June Examination	200 (fixed)	75%	75%
Total mark for Formal Assessment for the term:			**100**

TERM 3

Type of Assessment	Minimum Marks for the Assessment Task	Weighted/ Converted to	Entered on the Official Mark Sheet as a mark out of
Task 5: Test	50	25%	25%
Task 6: Trial examination	200(fixed)	75%	75%
Total mark for Formal Assessment for the term:			**100**

TERM 4			Certification mark
			PAT Phase 1 & 2 = 100+100 = 200 200÷2 **= 100**
			SBA=Term1+2+3=300 300÷3 **= 100**
			NSC Examination **= 200**
			400÷4 = 100

*NOTE: The mark allocation for tests is not prescribed but should adhere to a minimum of 50 marks per test.

4.3   Example of an Annual Assessment Planning template for the teacher

Proposed as well as actual dates of assessment to be indicated. Use the school calendar to set your own Annual Assessment Plan for the grades you will be teaching.

Term	Proposed date Gr 10	Actual date Gr 10	Proposed date Gr 11	Actual date Gr 11	Proposed date Gr 11	Actual date Gr 11
Term 1						
Task 1						
Task 2						
Term 2						
Task 3						
Task 4						
Term 3						
Task 5						
Task 6						

4.4   Practical Assessment Task (PAT)

Tourism has a **COMPULSORY** practical component for Grades 10, 11 and 12 in the form of a *research task*. This task is a comprehensive study done in class under the supervision of the teacher. The research PAT is subdivided into two Phases:
- Phase 1
- Phase 2

A Practical Assessment Task (PAT) mark is a compulsory component of the **final promotion mark** for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year certification/promotion mark. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the Practical Assessment Tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

When doing the PAT the teacher must develop a **PAT Management Plan** that indicates the dates and activities to be written. For control, a submission register must be developed to ensure that every learner submits Phase 1 and 2 of the Practical Assessment Task.

Marking and recording of Phase 1 in Grade 12 is to be completed by mid-June and Phase 2 to be completed before the end of August. Moderation dates differ according to different Provincial and District Models/ Management plans. Grade10 and 11 PAT Phase1 must be administered in Term 2 and Phase 2 in Term 3.

In Grade 12, Practical Assessment Tasks must be moderated by Subject specialists and quality assured by Umalusi.

4.5   Non-submission of SBA tasks or PAT

Extract from the policy document *National Protocol of Assessment* (2011)

Page 11

4. *The absence of a School-Based Assessment and/or a Practical Assessment Task mark in any subject in Grades 10-11,* **without a valid reason***, will result in the candidate, registered for that particular subject, receiving an incomplete result. The candidate will be given three weeks before the commencement of the final end-of-year examination of the relevant grade to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical Assessment Task. Should the candidate fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task requirements, such a candidate will* **not be resulted** *and he or she must* **repeat** *the subject and* **redo** *the School-Based Assessment and/or Practical Assessment Task component for that subject.*

7. *In the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where* **valid reasons** *are provided, the evidence of such valid reasons must be included with the evidence of learner performance.*

If a learner fails to write/submit any one of the SBA tasks OR fails to submit a phase of the PAT for a valid reason, then the candidate must be given another opportunity to complete and submit the task for assessment on a date that was agreed to by the teacher and the learner.

If the learner is unable to complete a task for a valid reason and provides supporting evidence to validate the reason, that task may be excluded from the portfolio of evidence and the marks for that section should not be taken into consideration.

The Grade 10-12 Practical Assessment Tasks may be completed in a book or file. PATs in Grades 10-12 are marked by the teacher using the assessment instrument for the task. When marking, the marks allocated for each section must reflect on the learner task and correlate with the marks allocated on the assessment tool for the particular PAT phase. Marks are recorded on the official PAT mark sheet.

Important note:

It is compulsory for all Grade 12 teachers to develop a PAT portfolio of evidence (Teacher's PAT file).

This Teacher's PAT file must include a……..

- **cover page** with the name and centre number of the school, teacher's name, grade, year, etc.
- copy of the **PAT document**
- **PAT management plan** developed by the teacher at the beginning of the year.
- complete, neatly typed **Marking Guideline** for questions as specified in the official PAT document.
- The official PAT **mark sheet**

5. Tourism resources and innovation

5.1 Tourism resources and support material

Efficient teachers strive to develop and engage as many of the learners' senses possible in a lesson – see, hear, listen and write. That is why the resources and support materials teachers use are very important. The teacher collects and develops teaching resources and support materials each year. This can be any material that will assist to present a successful lesson. It can include PowerPoint presentations, videos, posters, maps, newspapers, magazines, pictures, etc.

The Tourism classroom as a resource
The Tourism Curriculum and Assessment Policy (CAPS) states on *page 9, number 2.4.3:*

"A school should have a permanent classroom for Tourism, not shared with other teachers."
It is recommended that the Tourism classroom
• has a magazine or brochure stand, shelving or similar facilities for storage or displays;
• has a political globe of the world to facilitate teaching of topics such as time zones and
 tourist attractions;
• be equipped with audio visual equipment such as a laptop, data projector and DVD
 player to view subject-related CDs and DVDs.

The Tourism classroom should be secure, with doors that can be locked, and burglar-proofing where possible. Enough cupboards should be available for safe storage of resources."

5.1.1 Posters, brochures, maps and travel stations

One of the most successful ways to convey ideas and knowledge is through visual communication. The purpose of using posters and maps in class is to bring life to the classroom and create an atmosphere of learning and teaching. Teachers can use the posters to present the core content to the learners and make it more visually appealing to the learners.
Posters: There are many companies selling posters, although it can be expensive. It is durable and a good investment for teaching. Teachers can print pictures on larger printers or make colour copies from magazines to create own posters. Examples of posters can include posters of countries, cities, icons, attractions, destinations, travel agents' fliers or tour group advertisements. In some newspapers there are travel sections where one can find advertisements and pictures that are suitable to be used as posters.
Brochures also bring visual content to the classroom and can be used as a reference while on display.
Maps: It is advisable to at least have a colour map of South Africa and a World map in class for learners to locate different places on the map. It is also is a valuable resource document for PATs and projects to identify the location of places on the map.

Effective use and display of posters, brochures and maps in a Tourism classroom
- These resources can be displayed **throughout the term** as a reminder and reference to some topics as well as to link the poster with other content topics, e.g. a poster of a TGCSA plaque at a hotel can be used during the topic on accommodation and star grading, but can also be used effectively when the private sector is discussed.
- Posters and maps can be **rotated** when **new topics** are introduced by moving the posters around in the class.
- Use the posters and maps **during revision** as visual clues of the content being discussed.

Travel stations are an excellent idea to bring Tourism into the class. The travel stations can be allocated around the classroom in a box that can be stored or displayed on a table.

For example: An airport, travel agency and a hotel can be on display in the classroom. Learners can contribute to design and create the travel stations. The stations can be changed according to the topic the teacher is presenting. The travel stations can be used as vocabulary points for terminology as the different topics are discussed.

Example of an airport travel station.

5.1.2 Time-lines and news updates

Teachers have a responsibility to stay updated and be informed of new Tourism trends and local / global Tourism information. Tourism is an ever-changing subject and the icons of today are not necessarily there tomorrow.

How to stay updated and informed:

- Watch the news or read the newspapers and link the latest events happening in South Africa and the world with Tourism. Even though learners study the impact of global events, natural disasters and political situations in Grade 12 only, the teacher can start discussing the impact in all the grades by linking to the content, e.g. impact of the taxi strikes on the transport of tourists and the accommodation establishments (Grade 10). This develops the critical thinking skills of the learners.

- Have a billboard updated with current news in the classroom.

- Create a timeline per year for your classroom so that illustrations of global events taking place in the world can be put onto display on the wall to explain the impact to learners. Learners can help to update the timeline every month, e.g. use red pens for terrorism, green pens for natural disasters and orange pens for positive global events like the Olympics.

- Subscribe to printed magazines like the Getaway Magazine, Travel Africa Magazine, Wildside, Explorer, GO! Magazine, Responsible Traveler magazine. Some of these magazines are issued monthly or bimonthly.

- Subscribe to online magazines like the Tourism Update, Explore Magazine, TBA Digimag.

- Subscribe to service providers who will send free newsletters with current information, e.g. SA Stats / AVIS, etc.

- There are a lot of television programmes that can be linked to Tourism like *50/50, 'Going nowhere slowly'* as well as some documentaries about border patrols in different countries that can be linked to air transport dealt with in Grade 11.

5.1.3 Small in-class library and dictionaries

Although we are in a digital era, a small in-class library is very helpful and can contain some dictionaries and travel books as well as atlases, GSA travel magazines and Tourism magazines. The library can be a wealthy source of knowledge being available in class, especially in those classrooms where no access to digital /electronic resources are available.

Some second-hand bookshops sometimes sell older outdated travel books at a cheaper price. Travel books can include the 'My guide to USA' (or any other country) books. One can also bring some excitement into the class by using an English-Spanish dictionary to teach learners one or two Spanish words while doing Time Zones in South America. Although some of the countries are not specifically included in Grades 10-12, it will give the learners a travel feeling and an opportunity to travel visually, by being able to page through the travel books.

Magazines are a useful and effective resource as it contains the latest information and are beautifully illustrated.

An exciting example of a game activity can be introduced by using GSA magazines for a Grade 11 class on SADC: Divide learners into groups and each must find information in the GSA magazines regarding travelling in the SADC countries, e.g. the capital city of a country, or do you need a visa to travel to a specific SADC country? Some learners never realise the importance of an index until they are faced with such an activity where they must use the index as a reference to find the country in the book. The teacher must prepare the questions ahead of time and draft the answers. The group who completes the activity sheet first, with all the correct answers, are the winners.

THE GSA TRAVEL MAGAZINE

GSA magazine:
A monthly travel trade magazine used by travel agents with lots of useful information for the Tourism teacher.
For subscriptions:
Phone: 021 683 4433
Email: anja@the-gsa.co.za
Fax: 011 812 0009

5.1.4 Textbooks

Textbooks serve a valuable purpose as a rich source of content knowledge and activities supported by illustrations. In some schools it is the only resource the teacher has. It is important for teachers to use a range of textbooks and support the textbook as a resource with various other resources mentioned in this section.

How to use the textbook effectively:
Select the content in the textbook(s). Teacher should study the content and decide on the method that will be used to teach that specific content. The teacher then chooses and develops informal

assessment tasks which learners can do in class or as homework after the content has been taught. These tasks can include activities in the textbook to assess whether the content is fully understood.

5.1.5 PowerPoint Presentations

Power Point presentations can be used to explain the content better and help learners to learn more effectively with better understanding. It is a tool where one can really accommodate all the different learning styles represented in the class. It will enhance the teaching of the topic and the lesson can be presented in a more dynamic way rather than simple boring lectures with writing on the blackboard. The teacher can use different types of media including images, sounds, animations and much more. The PowerPoint presentations will enhance the learners' ability to retain what they are being taught, especially visual learners.

If PowerPoint presentations are used incorrectly they are less effective than regular teaching methods. A common mistake teachers make is to simply read the slides word-for-word, which can also be terribly boring and won't keep the learners' attention.

There are many websites where teachers can find tips and templates to create their own Power Point presentations.

Some tips for Power Point presentations;
- Use as many slides as you need, the number of slides is irrelevant. What matters most, is how well the **slides communicate the message of the lesson**.
- Keep the **word count low** on slides and don't be afraid to use more slides. You don't have to use complete sentences.
- Remember that pictures, icons and figures work as visual memory triggers. They will help learners to remember the content of the message that was taught.
- Don't use too many elements like banners, headers, footers and noises. All these elements can also create distractions from the content of the slide and become irritating.
- Make text and pictures as large as you can.
- Highlight the keywords by using bold and different colours, reveal bulleted points one row at a time, use arrows to point out and emphasise important facts.
- It is okay to repeat the same slide more than once, especially when using images.

5.2   The need for innovation in Tourism teaching

Teachers need to understand that Tourism is an ever-changing subject and it is the responsibility of every teacher to stay updated and keep informed. The teacher needs to be *innovative* by bringing the world into the classroom. Every lesson should link to a unique travel experience.

Skills to be reflected by the 21st century learner
- Critical thinking
- Problem solving
- Creativity and innovation
- Teamwork
- Social Justice and Human Rights

To ensure that the learner is equipped with these skills in the Tourism classroom, the teacher needs to be innovative and creative.

The following subsections focus on some innovative ideas for a Tourism teacher.

5.2.1 ICT integration

Goal 16 of the DBE's *Action Plan to 2019: Towards the Realisation of Schooling 2030* commits the department and its partners to improving the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their careers.

Professional development is important to provide "qualified and competent leaders who use ICT for planning, management and administration" and "qualified and competent teachers who use ICT to enhance teaching and learning".

What is ICT? Information and Communication Technology.
The DBE has developed a repository of electronic curriculum-aligned and enriched content resources, including study guides, interactive workbooks, free core textbooks and videos. Resources are provided to Provincial Education Departments (PEDs) for distribution to schools through ICT initiatives.
Furthermore, the internet is a valuable source of information and teaching tool. Schools have access to online curriculum resources (e.g. past papers and study guides) on the DBE website, Thutong and provincial curriculum portals. In addition, social media platforms like Twitter, Facebook and YouTube can also be useful.
Moreover, one of the key focus areas of the DBE High School Channel is to support Grade 12 learners in preparation for their examinations. Teachers discuss strategies and skills required to answer examination questions. Learners are able to interact with the teachers in the studio by completing assessments using mobile devices and by asking questions on social media platforms. These programmes are broadcast on DStv 319, OpenView HD 201 and Star Sat 309.

Teachers need to take action to develop and improve their skills and knowledge to strengthen their teaching. They should start working towards a goal of being an ICT-integrated teacher. There are many ways in which teachers can study and earn SACE CPTD points. Teachers can use SACE approved providers with courses that are SACE approved and are available online. Some of the courses introduce tablets into the classroom and include topics such as tablet features and developments, workflow in the tablet classroom, classroom management, and collaborative activities with mobile apps.

While the teachers update their ICT skills they also earn their CPTD points.

5.2.2 Video downloads

Tourism is a visual subject. To have a successful, enjoyable lesson, you have to bring Tourism INTO the classroom. A data projector is a very useful tool to make your lessons
more interesting. You can use the data projector to show the PowerPoint presentations but also to show video and movie clips, etc.
Where can I find video clips?
YouTube has thousands of short, interesting videos that will enhance teaching.
TIP:
Watch this short video on how to download YouTube videos easily and fast, using the "ss" method as seen on picture below. https://www.youtube.com/watch?v=wOJXnyQgPuw
Link embedded – video included in folder.
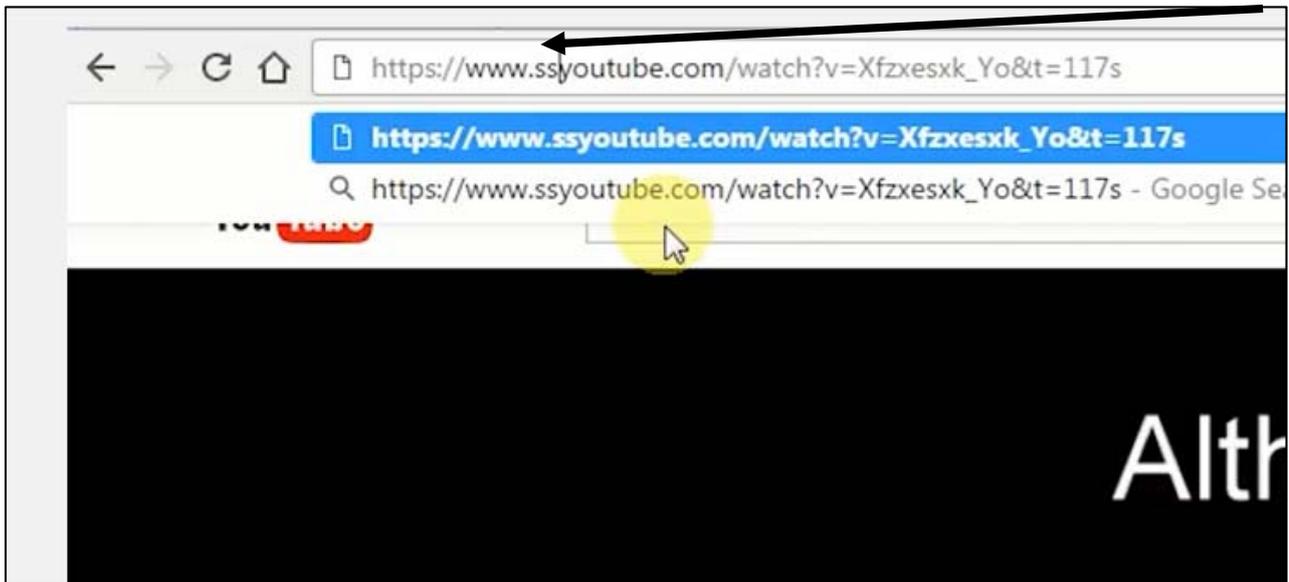
You can also use parts of the video for a presentation when you use the snipping tool on your laptop. The snipping tool is a screenshot utility in Windows that take screenshots of an open window, or rectangular areas or the entire screen. The snips can then be saved as an image or an MHTML file.

5.2.3   Using QR Codes in the Tourism classroom

Quick response (QR) codes are basically a quick, scannable barcode-like black and white image that can lead learners to information by using their cell phone cameras. The learners will need to have an application (app) that can read the QR codes. There are plenty of free QR codes that can be downloaded. The Tourism classroom will also be more environmentally friendly because it will reduce the use of printable documents and encourage the use of electronic documents.

Tourists using a QR code

How to create a QR code
A web tool called a QR creator is required, e.g. QR Code Generator website. It is usually a website that can create a QR code for the URL you are using. The website provides you with a QR code image that you can download, save and use however you prefer.
A QR code is an image file (png, jpg, etc) that when scanned by a QR code reader, will access the URL it is linked to.

Below are some ideas on how to use QR codes in the Tourism class.

- Link QR codes to word documents for learners to check their answers.
- Print QR codes and link them to topics in the textbook. Learners scan the QR codes to take them directly to related materials for a video or a website.
- You can use different colours for the QR codes, e.g. use red QR codes for memos and answers, blue QR codes for videos and green QR codes for virtual tours.
- You can add QR codes to classroom displays to enrich the displays, e.g. a poster of lions in the Kruger National Park with a QR code link to a video of the lions in the KNP.
- You can link the QR codes directly to places and their coordinates will directly take the learner to Google maps.
- Create QR codes to link learners to PowerPoint slides.
- Create extended opportunities for the learners by adding QR codes to previous question papers.
- Add QR codes to homework sheets that can link the learners to extra resources.
- Below you can find an example of a VIP boarding pass with a QR code linked to a QR code that will lead the learners to a virtual tour of the Eiffel Tower.

5.3 Incursions and events at school, virtual tours and excursions

5.3.1 Incursions and events at school

Incursions have become very popular because they present learners with a wonderful, hands-on approach to learning at school. It will bring the subject to life where the teacher can ask an expert to school to talk to the learners or to offer advice and tips across different topics. This will help to keep abreast of developments and trends because Tourism is a dynamic and changing industry. Note that all events for incursions should be incorporated into the classroom teaching without deviating from the ATP coverage.

Many learners rarely go on a field trip due to the bureaucracy in organising a trip. That is why the option of incursions can play an important role because of the cost-saving and time-saving implication. Incursions are much cheaper and less time-consuming than excursions.

> **Incursion**: an activity organised by the school, whereby an outside body comes into the school to run an educational activity for the learners.
>
> **Excursion**: an activity organised by the school whereby learners leave the school grounds to engage in educational activities at another site and where they complete some form of worksheet or activity.

Important: When doing the planning for an incursion, the principal, School Management Team (SMT), teachers and others involved in school incursions must be aware of the possibility of litigation following an incident or injury during the incursion at school. Therefore, a detailed examination of the planning, approval, actions and the curriculum relevance of any activity must be placed under scrutiny before the event takes place. All stakeholders must be prepared for a detailed examination of their planning, approval, actions and the curriculum relevance of any activity if an incident occurs.

PRACTICAL GUIDELINES FOR PLANNING AND CONDUCTING INCURSIONS

1. Teacher: Plan the incursion. Write to the possible business or presenters and ask if they will be available, discuss the length and topic of the talk and leave time for questions. The logistics must be confirmed after the arrangements were made for time, date and venue.

2. Teacher: Put the plan in writing and discuss the elements of the incursion with the principal. Mention the following in the written plan: Number of learners and teachers involved, grades, dates, venues, service providers / guests, links with the curriculum, possible resources needed, e.g. data projector, activities, estimated costs and fundraising.

3. The principal gets approval from the School Governing Body (SGB). The SGB gives official, **written** approval for the incursion.

4. Inform parents and get their buy-in.

5. The teacher collects payments from parents/learners. Keep meticulous records of all payments and issue a receipt for all payments. The teacher starts with service provider bookings and finalises the venue, confirms all activities and makes the necessary payments. The Code of Conduct of the school applies throughout the incursions.

6.   All parents must complete an indemnity and permission form and this must be kept by the teacher. The permission section must reflect permission for the activities to take place during the incursion and for participation in all activities. Teachers must also ensure they have all medical information for each learner (e.g. medical aid name and number / allergies / special medication contact number in case of emergencies, etc.)

7.   On the day of the incursion the teacher must introduce the presenter or service provider (get an overview of the speaker or service provider), facilitate the question session, thank the speaker and follow up with a thank you letter from the school.

8.   It is important to make a follow up in class after the incursion. Have a discussion with the learners about what they heard and learnt. Complete a worksheet on the topic discussed.

Example of incursions and events at school for Tourism
- Use the taxi drivers or buses waiting at the school for the learners to demonstrate the transport industry with a focus on the bus industry for Grade 11, where they can interview the bus driver and complete the worksheet on the bus industry.
- Ask a guesthouse owner or B&B owner in the local area to come and speak to the learners regarding the accommodation they offer.
- The Tourism learners and teacher can plan mini-events at the school to celebrate national days such as Heritage Day, 24 September. E.g., plan a cultural event that will engage learners in different cultural games.
- Ask a travel agent to come and speak to the learners about career opportunities (Grade 11) available in the trade.

5.3.2   Virtual tours

Every day is a beautiful day for a virtual field trip! An exciting feature of Tourism education is the opportunity to bring the world into the Tourism classroom by using a virtual tour. It is an inexpensive way of showing the learners all the different sectors, attractions and destinations. Fortunately, if you unable to visit a site in person, you can still visit the site virtually on the web. The benefit of the virtual field trips is that the learners can view the sites in their own time without being rushed through the site. It saves time and money and is very convenient.

Some virtual tours have two-dimensional images and text but lately the three-dimensional animated and simulated virtual tours with panoramic videos are popular. Virtual tours must be accompanied by a worksheet where the learner answers a series of short-answer questions after taking the virtual tour. The teacher needs to do an advance search of the virtual site to know what can be expected, draft the questions and be prepared to answer questions from the learners regarding the site. Teachers must also have a plan B in case they have problems with the internet connection or the website. The virtual field trip cannot be seen as an end in itself – there must be a follow-up on the information gathered during the trip.

Examples of virtual tours:

- Grade 12 Vatican Museums in the Vatican City (linked to icons). The site offers online tours of the Vatican Museums including the Sistine Chapel. Visitors can also take a virtual tour of each room in the chapel. Website: http://vatican.com/tour
- Cities, monuments, museums and historical locations can be viewed instantly in three dimensions using Google Earth. To get started, the free application must be downloaded.

There are user guides that can introduce the teacher on how to use Google Maps (e.g. Grade 10 map work).

- Virtual tours of the cruise ships for the Grade 11 learners to experience the different decks of the ships. Possible website: http://www.virtualtours.co.za/
- See 4.2.3 for an example of a virtual tour of the Eiffel Tower.
- On the following website, http://www.360sa.co.za/hotel-virtual-tour, the teacher can use the virtual tours of different hotels, lodges, B&Bs to explain the concepts of the accommodation sector. They have all the different aspects of the accommodation sector covered. The virtual tours can also be used to explain the accessibility of establishments in Grade 12.

5.3.3   Excursions, Field trips and Tours

An exciting feature of Tourism education is the opportunity to bring young people out of the classroom and have them visit attractions in their community, the country or even abroad.

If a teacher is not sure what is available for his/her learners to see and do in a certain place or to suit a particular topic in the CAPS, contact the local Tourism Authority of the province for assistance.

For optimum impact, the visits require careful planning, effective organisation and follow-up activities. This can be a daunting task, especially when a teacher does not have the correct information for organising this. It is unfortunate that many learners rarely go on field trips, often because of the bureaucracy to organise a trip.

It is advisable that trips be planned at least three months in advance to allow for all applications to be approved by the Department of Education (District Office). It is also good to note that an unapproved tour is a risk both to the learners and the teacher.

A teacher can plan for at least a single trip per term. The teacher can also enlist the services of tour organisers; however this must have the approval from the district office and comply with all the necessary documentation processes.

> **Important:** When undertaking excursion planning, principals, School Management Teams (SMTs), teachers and others involved in school field trips, tours and excursions must be aware of the possibility of litigation following an incident or injury. All stakeholders must be prepared for a detailed examination of their planning, approval, actions and the curriculum relevance of any activity if an incident occurs.

Planning and approval

The planning of field trips, tours and excursions and the approval process should take the following into account:

1. The educational purpose of the excursion and its contribution to the Tourism curriculum
2. Availability of full records, including documentation of the planning process
3. Venue selection: The suitability of the environment and/or venue for the excursion
4. Safety, emergency and risk management
   4.1 Assessment of excursion risks
   4.2 Procedures in the event of an emergency
   4.3 Arrangements if the excursion needs to be cancelled or recalled
   4.4 First-aid requirements
   4.5 Any other measures necessary for learner and staff safety and welfare.
5. Staffing and supervision:
   5.1 Sufficient staff must be available to provide appropriate and effective supervision
   5.2 Appropriate gender representation of supervision

    5.3   Informed consent from parents or foster parents
6.   Adequate learner and staff medical information
7.   Learner preparation and behaviour, e.g. Code of Conduct / rules for the trip
8.   Requirements for any adventure activities
9.   Transportation requirements
    9.1   If public transport is used, ensure the appropriate requirements are in place, e.g. licensing, PDP permits, liability insurance, etc.
    9.2   Drivers of vehicles with 10 or more passengers may not act as drivers and tourist guides at the same time.
10. Communication requirements
11. Appropriate clothing and personal equipment
12. The excursion meets the requirements of all policies or procedures.

5.3.4 Practical guidelines for planning field trips, tours and excursions

Field trips, tours or excursions are designed to stimulate learner interest and inquiry and to provide opportunities for social growth and development, and are considered appropriate extensions of the classroom.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the learners, and opportunities for learners to summarise the experience at the conclusion of the trip.

Planning and organising a field trip, educational tour or an excursion can be a daunting task for a Tourism teacher, especially when a teachers has no or little experience.

The following PRACTICAL guidelines[1] will assist teachers with planning to conduct field trips, tours and excursions in high schools.

PRACTICAL GUIDELINES FOR PLANNING AND CONDUCTING FIELD TRIPS, TOURS AND EXCURSIONS

A	Teacher: Plans field trip, tour or excursion. Consults /discusses it with learners and gets a sense of interest. Puts the plan in writing and discusses the elements of the field trip, tour or excursion with the principal. Mentions the following in the written plan: Number of learners and teachers involved, grades, dates, destination, links with the curriculum, accommodation and meals, transport, activities, estimated costs and fundraising.
B	Principal gets approval from the School Governing Body (SGB). SGB gives official, **written** approval for the field trip, tour or excursion.
C	Informs parents and gets their buy-in.
D	Completes a Schedule 1[2] form (available at District Office), attaches all relevant documents and submits to District Director – *14 days prior to the departure date.* Documents to attach to Schedule 1 form: (Depending on the nature of the field trip, tour or excursion) • Proof of approval by SGB

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[1] *May differ from province to province.*
[2] *Contact the District Office for the appropriate application form*

- Questionnaire (number of learners, supervision, transport, driving permits and licensing, road worthiness of school buses, etc.)

E   Schedule 1 form is returned by the District Director – permission has been granted.

F   Teacher collects payments from parents/learners. Keeps meticulous records of all payments and issues a receipt for all payments. Teacher starts with accommodation bookings and finalises all transport. Confirms all activities and makes the necessary payments.
Teacher must draw up a Code of Conduct for the field trip, tour or excursion. Consults with learners who are taking part. (See 5.2.11)

G   If school buses are used, the principal must issue an approval letter for school buses to leave the school grounds. The routes, dates, number of learners and teachers on the bus must be specified. Principals must ensure that the school has public liability insurance prior to the buses leaving the school grounds.

     If a private transport company is used, principals and teachers must ensure that the company has public liability insurance and must request a Road Worthiness Certificate prior to the buses leaving.

     ALL drivers transporting learners must have a valid PDP (Public Driver's Permit).

H   All parents must complete an indemnity and permission form and this must be kept by the teacher. The permission section must reflect permission for the trip and for participation in all activities. Teachers must also ensure they have all medical information for each learner (e.g. medical aid name and number / allergies / special medication contact number in case of emergencies, etc.)

I   The teacher must make a name list of all learners and supervisors on each of the buses and leave it with the principal prior to the field trip, tour or excursion.

J   It is a good idea to appoint a local person (a colleague or parent) to act as a communication link between the tour group and the parents. Make this person's cell number available to all parents. The tour manager can then communicate with the link and do not have to take calls from concerned parents all the time.

K   Arrange a meeting with all learners and their parents to discuss the code of conduct. Learners and parents have to sign the code of conduct to prove that they abide by the rules of the field trip, tour or excursion.

L   Remember: Proper planning and following the correct procedures can lead to a very memorable experience for both teachers and learners.

5.4 Social networking and sharing ideas

It is important to share ideas and link with other teachers in your area and other areas or provinces. It can broaden your ideas and you can share your resources and expertise with other people while getting their resources and expertise. Linking with other teachers will benefit both because the best practices can be shared and information exchanged.

Social media is a powerful tool that can be used by teachers to link with other teachers where ideas and information can be shared. For teachers to be able to use the social networks, they will have to open an account before they can join groups or follow and like pages. It is important to keep the code of conduct of your school in mind and check the policies on social networking in your school. Make sure you don't share information or photos that can cause a problem for you or your school. There are a number of ways that teachers can take advantage of social networking.

- Share ideas: Teachers will be able to share ideas with each other about their teaching techniques, lesson plans and visual aid ideas.
- Teachers can partner with other schools: The teacher can connect with teachers from other schools and it can help to keep up to date with all the changes in other districts or provinces.
- Getting global information: The teacher can also use the opportunity to network with teachers from another country. This can help to get accurate information about other countries and places.
- Professional development: Social networks can help teachers to know about conferences, developmental workshops and seminars in their area or can be accessed online. This is also a way to connect with business.
- **Possible network options for teachers:**
    - Facebook page – Any business's page can be liked – also show some of the comments to learners for discussion and the feedback in Grade 12.
    - Facebook groups – you can be part of an established tourism group that shares ideas and news regarding Tourism.
    - Twitter – is also like Facebook, a broadcast account. You can get tweets about news articles when it is published on the websites of destinations and establishments.
    - Pinterest – it is a virtual pin board where people around the world share their ideas. It can be a great source of relevant resources for teachers.
    - Instagram – it is a platform where the users can share photos and videos. Share photos of destinations they will discuss in class, e.g. SADC countries. They can capture field trip memories.

5.5 Exhibitions and Tourism competitions

There are a number of Tourism-related competitions and exhibitions held throughout the year and teachers need to be well informed. Some examples of competitions and exhibitions are mentioned below:
- The National Department of Tourism runs the National Tourism Career Expo (NTCE). The expo targets the youth and tourism learners in South Africa. There are large numbers of sponsors, opportunities and information provided to the learners over a period of three days.
- Global Travel and Tourism Partnership South Africa (GTTPSA) offers a number of competitions for Tourism learners. The purpose of the competitions is to help improve performance in the subject and create an interest and awareness. Competitions such as an

essay-writing competition, photograph competition, tourism song competition, and a research competition are run.

- Open days at tertiary institutions expose learners to the programmes offered at the institutions and the different careers in Tourism.

5.6 Use Tourism businesses in your local community

It is very important that the Tourism teacher forms partnerships with the local business community. A partnership forms when two or more people come together in some kind of relationship for mutual benefit. By forming partnerships, one can bring earners into the world of work and bring the business world into the classroom. It will also help the teacher to keep the content up to date with what is going on in the local community and business world. The teachers can learn what is current and tap in to use expertise from outside the classroom. There are a number of industry associations teachers can join and they can receive the newsletters or magazines. These can be valuable as a teaching resource. Examples of places to contact: SATSA, ASATA, TBCSA, SAACI and the local Tourism associations in your area.

It is important to start drafting a contact list of the local business or tourism information offices that can be contacted. The teachers should collect information regarding the business and then determine what the business can offer. Then set up a meeting with the business or contact the business and discuss/ request a way for assistance to teachers.

Teachers can walk around in the local and residential areas and write down any elements, for example restaurants, malls, conservation areas, hotels, recreational parks, hiking areas, B&Bs, events that take place in fixed areas, etc. The teacher can compile details about these places found in the local area and keep the list updated. It can include possible day trips or activities that can be done during the day. These details can also be used as a resource in class when the learners do research of local tourism products.

Example of such a detailed list:

Tourism product	Name	Area situated	Contacts if possible
Restaurants			
Accommodation			
Recreational Parks			
Malls			
Events			
Activities			
Conservation Areas			
Attraction			

5.7 Professional teacher development

There are different ways to develop knowledge and skills to become an effective Tourism teacher. Possible training was also mentioned earlier in the section. Two other options are available as discussed below.

- SAT Fundi or SA specialist is an interactive online course where teachers can improve their knowledge about South Africa. There are two courses and you acquire a certificate after completion of the course. Details on the website: http://saspecialist.southafrica.net/za/en

- GTTP membership
  All high schools that offer Tourism in South Africa are automatically registered members of the Global Travel and Tourism Partnership South Africa (GTTP-SA). Teachers have access to information and additional learning and teaching resource material on their website that can encourage their learners to participate in annual competitions with exciting prizes and travel opportunities.
  Website: www.gttpsa.org

6. Cognitive demand in assessment tasks

6.1 Content balance for fair assessment

The content included for assessment must be balanced across the topics for fair assessment and to not disadvantage any learner. The balance of content ensures that the topics and content taught are assessed fairly and that no topic is over- / under-assessed or not assessed at all.
To balance the inclusion of content topics for assessment, first determine the number of weeks available for assessment in the Work Schedule, e.g. Grade 12: *(CAPS, page 35-36)* in Term 3 has 7 weeks available for teaching and assessment. Determine what content was covered in the 7 weeks. Also determine how many weeks were allocated to a specific topic.

Calculate the number of marks that can be allocated to a topic – 7 marks x 7 weeks/topics = 49 for 50 mark test – as an overall guide to get the content balance correct. Note it is only a rough guide that will be adapted. For example: If the paragraph question is more than 7 marks, another topic has to count less than 7 marks.

6.2 Required cognitive weighting and balance

Cognitive weighting is specified in the Tourism CAPS *(CAPS, page 38-39)* for all tasks and is elaborated on in more detail in the Tourism Examination Guideline 2017 for Gr 12 NSC Examination question papers.

The CAPS states that each project, field trip assignment, test and examination must cater for a range of cognitive levels and must also include paragraph-type responses.

Cognitive levels	Percentage
Lower order: Remembering	30
Middle order: Understanding, applying	50
Higher order: Analysing, evaluating and creating	20

The six levels of Bloom's taxonomy (remembering, understanding, applying, analysing, evaluating and creating) are catered for within the three broader categories of lower-, middle- and higher-order cognitive levels.

Therefore questions in tasks need to be set at these three cognitive levels, adhering to the percentages. To ensure a balanced middle-order level, it is suggested that '*Understanding'-* level questions be set at 20% and '*Applying level'-* questions be set at 30%.

6.3   The structure of tasks guides weighting and balance

The structure of the task/assessment already helps to correct and balance the cognitive weighting across the different sections of the task. To gain understanding of how to apply the different cognitive levels in item development, a teacher needs to engage with the setting of assessment tasks to develop and perfect the skill.

Teachers also need to be informed of the expected structure and layout for the various types of formal assessment tasks. Refer to the requirements and structure for specific tasks as specified and explained in Sections 6, 7 and 8.

6.4   Cognitive weighting explained and the use of action verbs

Bloom's taxonomy is presented in a pyramid with simple knowledge-based recall questions at the base. Building up through the pyramid foundation, teachers can ask learners increasingly more challenging questions to test understanding, comprehension and the ability to apply and interpret the given content.

When a learner is introduced to a new topic, the teacher will use basic, simple questions that ask learners to remember/recall simple facts from the content taught for the topic. As the learner's understanding and comprehension of knowledge grows and evolves, the questions will get more complex and demanding.

Rules to remember when phrasing questions:
'W'- and 'H'-words are NEVER used to open a question. Therefore, a question will never open/start with:
- What?
- Why?
- Who?
- Which?
- Where?
- How?

Always begin / open a question with an ACTION VERB. The action verb gives a clear instruction and assists to ensure that the question gives distinct direction to the learner as to what is to be considered for inclusion in the expected response.

EXAMPLES OF ACTION VERBS THAT CAN BE USED IN EXAMINATION QUESTIONS

%	Level	THINKING SKILL REQUIRED	ACTION VERB
30%	1.	**REMEMBERING** terminology, definitions, formulae, sequences, trends, methods, theories, causes, facts, etc.	Name/State/Give
			Describe
			Label/Indicate
			Define
			State/Make a sketch
			Identify
20%	2.	**UNDERSTANDING** reflected by interpretation, conversion, extrapolation, etc.	Explain/Clarify
			Compare
			Distinguish/Differentiate
			Predict
30%	3.	**APPLYING** of principles, methods, theories, etc. mastered previously.	Identify
			Calculate/Convert
			Compare
			Examine
			Illustrate
20%	4.	**ANALYSING** elements, relationships, principles of classification, etc.	Select/Identify
			Analyse/Compare
			Discuss
			Explain
	5.	**EVALUATING** logical coherence of material studies, practical application, etc.	Evaluate/Recommend
			Compare
			Identify criteria for discussion
			Critically ….
	6.	**CREATING** by means of deduction of abstract relationship, suggestion of new methods and ways of classification, etc.	Arrange/Order Propose/Solve/Recommend/ Predict/Create

It is important to note that the way in which a question is structured will determine the cognitive level of the question. The demand of what the question expects for the response will also determine the level of difficulty for a question.

Setting questions at the correct level is more than merely starting a question with an action verb chosen from a particular level. The question needs to engage the learner to use the correct thinking skill to answer the question.

6.5   Level of difficulty

For formal assessment tasks the level of difficulty of the questions should be balanced as follows:

Easy	30%
Moderate	50%
Difficult	20%

6.6   Cognitive demand grid

When setting questions and various possible answers, simultaneously complete the cognitive demand grid on the excel spreadsheet, which would automatically display the cognitive levels numerically and graphically. To balance the assessment the examiner can see at which cognitive level the remaining questions must be set.

See the example of a completed cognitive demand grid for Gr 10 exemplar test below:

Analysis grid for a Test
Analysis grid for Tourism test (50 mark
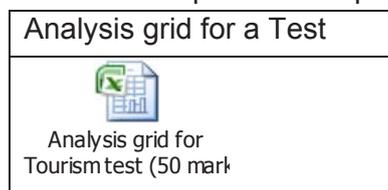
7.   Diagnostic analysis of each assessment task

7.1   Diagnostic analysis of marked scripts

Once the completed learner tasks have been marked, it is necessary to analyse learner performance and errors in the tasks to inform the evaluation and remediation aspects of the teaching cycle (teach, assess, evaluate, remediate). An error analysis is a question by question analysis per candidate for an assessment task, which is then interpreted to inform whole group and individual tracking and intervention.

7.2   Completing an automated diagnostic analysis

Completing a question by question error analysis by hand is very time-consuming.
An automated error analysis can be completed electronically question by question per candidate. As marks are entered, the subtotals, totals, weighting, average and analysis will automatically be done by the computer.

It is also very easy for a teacher to adapt the automated document for other assessment tasks by simply changing the totals per question to match those in the assessment being analysed.
See the examples of the *blank automated error analysis* templates and try your hand at completing a few rows (candidates) to see all the automated features in the columns to the right and the analysis at the bottom.

Diagnostic Analysis Gr 12 June 2017.xlsx	Diagnostic Analysis Gr 11 June 2017.xlsx	Diagnostic Analysis Gr 10 June 2017.xlsx

7.3 Example of a completed diagnostic analysis

#	Surname	Name	Q1.1	Q1.2	Q1.3	Q1.4	Q1.5	SEC A	Q2.1	Q2.2-3	Q3	Q4	SEC B	Q5	SEC C	Q6	Q7	SEC D	Q8	Q9	SEC E	TOTAL	%	Weighting
																					Diagnostic Analysis - Gr 12 June Exam 2015 — Tourism			
	Surname	Name	20	5	5	5	5	40	26	16	28	10	80	34	34	20	6	26	16	4	20	200	100	75
1	Learner		10	3	4	5	1	23	15	4	14	8	41	8	8	8	3	11	6	0	6	89	45	33.38
2	Learner		13	4	4	3	0	24	4	6	14	7	31	16	16	11	4	15	4	4	8	94	47	35.25
3	Learner		14	2	2	1	0	19	10	6	7	8	31	10	10	6	0	6	13	2	15	81	41	30.38
4	Learner		12	2	4	0	0	18	11	7	5	6	29	12	12	4	3	7	11	3	14	80	40	30.00
5	Learner		9	1	4	2	0	16	4	6	10	7	27	4	4	8	1	9	0	0	0	56	28	21.00
64	Learner		11	2	2	2	0	17	7	5	2	2	16	6	6	4	0	4	8	0	8	51	26	19.13
65	Learner		10	1	3	5	0	19	5	2	0	5	12	10	10	4	2	6	8	1	9	56	28	21.00
66	Learner		16	4	3	4	0	27	7	7	15	6	35	9	9	10	1	11	11	2	13	95	48	35.63
								0					0		0			0			0	0	0	0.00
								0					0		0			0			0	0	0	0.00
	Total per section		709	188	197	208	35	1337	578	335	472	365	1750	699	699	450	115	565	493	198	691	5042	2521	1891
	Average per section							51					33		31			33			52	38	37	28.65
	Under 50%		22	23	21	24	64	32	56	56	56	17	62	60	62	47	45	54	33	11	24			
	Above 50%		44	43	45	42	2	36	10	10	10	49	6	6	6	19	21	14	33	55	44			

7.4 The purpose of a diagnostic analysis for the Tourism teacher

The Tourism Teacher and Tourism Subject Head /HOD at school level can put the question by question diagnostic analysis tool to effective use for several purposes.

It is used to:

1. Monitor the accuracy of marking
2. Monitor the accuracy for calculation of marks
3. Monitor the accuracy for conversion of marks to the relevant weighting.
4. Create an understanding of learner performance in percentages, which gives better understanding than the raw scores or the converted /weighted marks
5. Identify the performance per question and also indicate whether this performance lies below or above 50%.
6. Track the performance of learners at risk
7. Interpret the level at which content was mastered/understood.
8. Determine an intervention strategy for improvement after interpretation of the performance. This intervention can be for an individual learner, a small group of learners or for a whole class.
9. Measure the success of a teacher's teaching skill and ability.
10. Determine that ranking of performance after identifying the number of Level 1 performing candidates from the statistical analysis. These candidates and their problem areas can be identified and dealt with.
11. Identify learners who with additional support and intervention, have the ability to perform at a Level 7

7.5 How to interpret a completed diagnostic analysis table

After completing the marks per learner in the question by question, error analysis table, trends, problems and inconsistencies should be identified and noted by the teacher to complete the statistics. Teachers must also interpret the under 50% and above 50% analysis per question to determine the understanding of content as well as the success of performance.

The completed statistics in the example in 7.3 reflect the following interpretation:

- Low performance levels
- The learner names have been changed for privacy
- Learner names from numbers 5 onwards up to number 64 have been hidden, to fit the example onto one page
- Analysis of section totals do not all add to 66 but to 68 because the last 2 blank lines had to be deleted by the teacher, but is now counted as a learner with zero performance
- The majority of learners did very well in the first 4 short questions but performed poorly in Q1.5 bringing the performance in Section A down.

As part of the interpretation, the worst performance for questions in the under 50% category needs to be highlighted or shaded. See the example in 5.6.

7.6 Intervention sessions for under 50% performance

Diagnostic Analysis - Gr 12 June Exam 2015
Tourism

		Q1.1	Q1.2	Q1.3	Q1.4	Q1.5	SEC A	Q2.1	Q2.2-3	Q3	Q4	SEC B	Q5	SEC C	Q6	Q7	SEC D	Q8	Q9	SEC E	TOTAL
Surname	Name	20	5	5	5	5	40	26	16	28	10	80	34	34	20	6	26	16	4	20	200
	Total per section	709	188	197	208	35	1337	578	335	472	365	1750	699	699	450	115	565	493	198	691	5042
Average per section							51					33		31			33			52	38
Under 50%		22	23	21	24	64	30	56	56	56	17	60	60	60	47	45	52	33	11	22	
Above 50%		44	43	45	42	2	36	10	10	10	49	6	6	6	19	21	14	33	55	44	

Identify the topics that are problematic based on the under 50% performance to repeat teaching of those topics for intervention.

To design an intervention programme for the above group of learners from an underperforming school, the performance must be grouped according to where the biggest improvement in learner performance can be achieved in the next assessment task. i.e. the Trial exam or final NSC exams. The SHADED topics above can be grouped and prioritised as follows:

- Level 1 – targets the potential where the biggest improvement is required.
- Level 4 – targets where there still is potential for improvement in performance. The 4 Level programme below 50% will be differentiated according to performance.
  Example:
- **Level 1:** Q1.5 and Q5 reflects the 64 and 60 candidates need intervention to have the biggest impact on improving performance.
- **Level 2:** Intervention on Q2.1, Q2.2-3 and Q3 at 56 candidates below 50% have the second highest potential for improvement in performance.
- **Level 3:** Intervention on Q6 and Q7 at 47 and 45 candidates also have high improvement potential.
- **Level 4:** Q8 at 33 can also be improved.

It is possible in a diagnostic analysis that in all questions and topics the majority of learners performed above 50%. In this case there would still be a topic that reflects a below average performance where more activities can be completed to improve understanding with the whole class. More time for individual intervention will be available for those learners who performed below the performance of their peers. Intervention can also target improvement for the number of distinctions for level 5-6 performers.

7.7 Intervention strategies

Intervention plays a key role in the subject improvement plan for the school. There are a variety of intervention strategies that can be implemented for improvement.

Once the questions have been identified and highlighted from the diagnostic analysis, the number of intervention sessions are determined. Then the intervention programme and specific intervention activities and strategies are planned and prepared for implementation.

Investigating the question and the learner books

The investigation of what a question requires and what was found lacking in learner preparation from learner books will reveal the gaps that need to be corrected through intervention. For example, in the diagnostic analysis in 5.6 the best potential to improve learner performance is to repeat the teaching of the topics in Q1.5 and Q5 (Level 1).

A review of the question paper shows that both of the questions below, were set on the same topic (world icons) and both questions require the same skill as specified in the CAPS teaching plan.

1.5 Study the pictures of the icons below and name the **FIVE countries** that was visited by the tourist. Write only the question number (1.5.1 – 1.5.5) and the name of the country in your answer script, for example 1.5.6 Australia.

(5 x 1 = 5)
TOTAL SECTION A: 40

- Firstly, the learner must recognise the picture of the icon
- Secondly, the learner must know the location (country, city/town/area)
- Study the learner books to see if the teacher gave learners a number of opportunities to engage with similar activities or worksheets for the 41 icons as prescribed in the CAPS teaching plan in preparation of the formal SBA assessment tasks.
- If learner evidence is found to be lacking in quality or level of learner preparation, the gap must be closed with illustrated intervention activities to identify the icon and the location of the icon as prescribed in the CAPS policy.
- This emphasises the importance to use the CAPS policy when planning for teaching and assessment.

QUESTION 5

5.1   Refer to the icons below and answer the questions that follow:

A	B
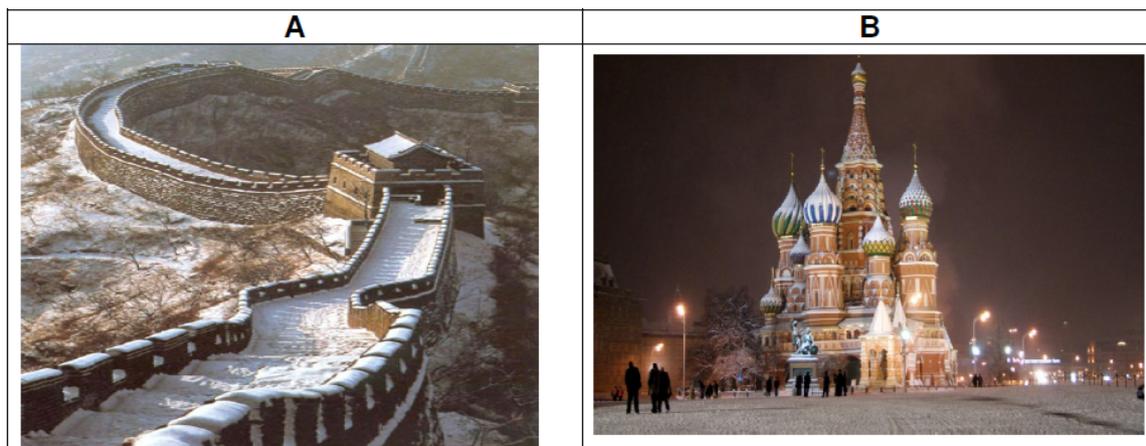
5.1.1   Mr. and Mrs. Govender visited icon A and icon B on their tour to Asia.

(a) Identify icon A and icon B.   (2)

(b) Name the different countries where icon A and icon B are located.   (2)

Most intervention strategies are planned from the diagnostic analysis to target revision of sections where learners performed poorly. This illustrates the importance for all diagnostic intervention to be well planned with a specific focus and set performance target for the outcome.

It is important for the teacher to review the teaching method that was used for the initial teaching of the specific topic. A different teaching method must be used to improve the effectiveness of teaching and learning.
The teacher must find another way to teach and informally assess the learners on the curriculum content. These strategies are noted on the Work Schedule to inform and improve teaching for the following academic year.

Individual intervention
Individual intervention or intervention for smaller groups is also based on the diagnostic analysis, where common errors or specific weaknesses are identified and addressed.
Where some learners achieved a zero for the last question or section due to a linear answering approach – the skill must be developed to answer the easier questions first, before spending time and effort on the more complicated questions. It will also ensure that the easier questions from the last question /section will not be left out due to lack of time.

Mind maps and graphic summaries
It is good to give learners a structure to see and understand the bigger picture of the content. A mind map can be completed to see where and how all the elements fit together to form a graphic summary of the topic. This is a valuable, effective intervention activity.

Exam techniques
After analysing the performance for assessment the teacher will be able to see basic exam techniques that are lacking, such as reading and understanding of the phrasing used in questions. It is important that the teacher uses the Exam Guidelines as a source to teach answering techniques for exam questions as well as how to interpret different types of questions. It will make a big difference

if learners have the knowledge and understanding of how to interpret a question. Make sure that exam techniques are revised before every examination. This can be noted as an intervention strategy for Subject Improvement Plans.

Effective informal assessment

Another intervention is using informal assessment more effectively. If the teacher includes classwork and homework activities that include questions at different cognitive levels the learner will be adequately prepared for higher-order questions in the examination question papers. Learners will already be able to recognise and rectify mistakes from homework activities. Knowledge will be reinforced and strengthened further, if regular class tests that include questions set at different cognitive levels were written for the formal assessment is administered.

Previous question papers

Use previous NSC question papers for intervention and teaching activities, rather than using outdated activities from sources. This will prepare learners effectively for what to expect in similar questions in the NSC examinations.

8.   Tests

When setting tests, Tourism teachers must keep in mind that learners are prepared for the NSC examination in Grades 10, 11 and 12. It is therefore very important to set quality tests that will adequately prepare learners for the final Tourism paper in Grade 12. Previous Grade 12 NSC papers must serve as a model for setting quality tests in terms of technical and cognitive quality.

8.1   Weighting of marks for a test

Various tests form part of the School-Based Assessment. Some tests are weighted 25% and others are weighted 75% (the raw score total is converted to 25 or 75). Both marks (original raw score and converted mark) must appear on the learner's marked script.

Term 1	**Task 1** Test	75%
Term 2	**Task 3** Test	25%
Term 3	**Task 5** Test Gr12	25%
Term 3	**Task 5** Test Gr 10+11	75%
Term 3	**Task 6** Test/Data analysis Gr 10+11	25%

8.2   Guidelines for setting a test and a marking guideline

Note: The *minimum total of marks* for an SBA test-based task is *50 marks*. The time available and the content included for the test must also be considered when setting the test.

GRADE 10	GRADE 11	GRADE 12
Term 1 Task 1 (Test)	**Term 1** Task 1 (Test)	**Term 1** Task 1 (Test)
Term 2 Task 3 (Test)	**Term 2** Task 3 (Test)	**Term 2** Task 3 (Test)
Term 3 Task 5 (Test) Task 6 (Test)	**Term 3** Task 5 (Test) Task 6 (Test)	**Term 3** Task 5 (Test)

Time: 1 min per question – 50 minutes of actual writing time.
- The cover page must include the name of the school, the date, the name of the subject, time allocation, mark total, name of examiner and moderator.
- All papers must be typed and all graphics/illustrations included as stimuli must be clear.
- No spelling, language or translation errors are allowed.
- Include TWO sections (Section A and B)

Framework for setting a test with a total of 50 marks
SECTION A: Short questions (15 marks)
Multiple-choice questions (5x1 marks)
Include a variety of short questions (Examples: Pairing off items; Choose the correct word, Select the answer from a list; crossword puzzles) (10 x 1 marks)
Refer to a Grade 12 NSC question paper for Tourism as a guide for the different question types that are included in question papers.
Note: *NO true / false questions are allowed.*

SECTION B: (35 marks)
Include:
- Questions that require a longer response for the answer.
- A question that requires a response in paragraph format (minimum 5 marks)
- Source-based questions (maps, case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, tables, graphs, info-graphics or data)
- An action verb to open the question. This gives a clear instruction for the answer.

MARKING GUIDELINE
- Reflect the following on the first page of the Marking Guideline:
    - Name of the school
    - Date for writing the test
    - Subject, name
    - Total of marks for the test
    - Name of the examiner and internal moderator
- All marking guidelines must be typed, must have no spelling errors and must reflect correct numbering to align with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses that were considered as correct answers.

8.3 The setting process

Setting questions (on the content, linked to a stimulus, at a specific cognitive level and level of difficulty) involves a lot of effort, needs practice and is time consuming. The more the teacher engages with this process the easier it becomes.

Do the following for each question before moving on to setting the next question:

STEP 1: Find an up-to-date stimulus (*text that is suitable for a case study /scenario*) that exemplifies the curriculum that was taught and from which a few questions can follow. The stimulus must be adapted (shortened, simplified etc.) for the purposes of the test.

STEP 2: Set a question (on the content, linked to a stimulus, at a specific cognitive level and level of difficulty).

STEP 3: Write out the suggested answers in the marking guideline (memorandum). Cater for various options that can be considered as *appropriate alternative* responses.

STEP 4: Complete the analysis grid (content, cognitive level and level of difficulty)

8.4 Using a test template for setting in the correct format

A test template or *test format* is a blank guideline grid for a test containing blue grid lines to work in. The advantages of test templates are that it...

- makes setting easier for the teacher.
- standardises the layout of the test.
- improves the technical quality.

The templates may include instructions, numbering, mark allocation, exemplar questions, but may be adapted by the teacher to suit the context for the purpose of setting their own test.

Find the test template below that can be adapted for any test in any grade.

Test Template 2017.doc

NCS Tourism Grade
Task :   **Formal Test**

School/s	**:**
Date	**:**
Time	:50 minutes
Marks	:50 (*weighting either 25% or 75%*)
Examiners	:Your name/plus other teachers involved
Internal Moderator	: The moderator/s responsible for Tourism at school

The 2 tables below are the guideline for setting. Delete before printing the final question paper.

Cognitive levels	Percentage = marks
Lower order	30% =15
Middle order - Understanding	20% =10
Middle order - Applying	30% =15
Higher order	20% =10

Level of difficulty	Percentage = marks
Easy	30% =15
Moderate	50% =25
Difficult	20% =10

_____

Instructions: Read the instructions carefully before answering the questions.

1. This question paper consists of TWO sections.
2. All questions in SECTION A and B are COMPULSORY.
3. Answer all the questions included in this question paper.
    Section A – Answer the questions on the answer sheet provided
    Section B – Answer the questions in a test book /on the answer booklet provided.
4. Number the answers correctly to correlate with the question paper.
5. Start Section B on a new page.
6. Write neatly and legibly
7. Write your name on your answer sheet /answer booklet and question paper.
8. Submit both the question paper and answer booklet/test book.
9. Use the mark allocation as a guide to determine the length of each expected answer.
10. Refer to the following table to help you divide the time available for each section in the question paper.

SECTION A	**Short questions**	**15 marks**	**10 minutes**
SECTION B	**Text-based questions**	**35 marks**	**40 minutes**

SECTION A : SHORT QUESTIONS
QUESTION 1

1.1   Various options are provided as possible answers to the following questions. Write down the question number (1.1.1-1.1.5), choose the answer and make a cross (X) over the letter (A-D) of your choice in the ANSWER BOOK.
EXAMPLE:

1.1.6 | A | | B | | C | | ~~D~~ |

1.1.1

A
B
C
D   (1)

1.1.2

A
B
C
D   (1)

1.1.3

A
B
C
D   (1)

1.1.4

A
B
C
D   (1)

1.1.5

A
B
C
D   (1)
[5]

1.2 Choose the **term** from column B that matches the description in column A. Write ONLY the letter (A-F) next to the question number (1.2.1-1.2.5) in the ANSWER BOOK, for example 1.2.6 G.

COLUMN A	COLUMN B
1.2.1	A
1.2.2	B
1.2.3	C
1.2.4	D
1.2.5	E
	F

[5]

1.3 Remember that all questions in Section A are short questions Q1.3 – all 5 must be in the same format from the following options (choose correct word in brackets / choose from the options given in box / crossword puzzle / substitute underlined word with correct term, etc.). Be more creative here, but remember either answers are given or clues.

1.3.1

1.3.2

1.3.3

1.3.4

1.3.5

[5]

TOTAL FOR SECTION A - 15 marks

SECTION B: TOURISM SECTORS
QUESTION 2
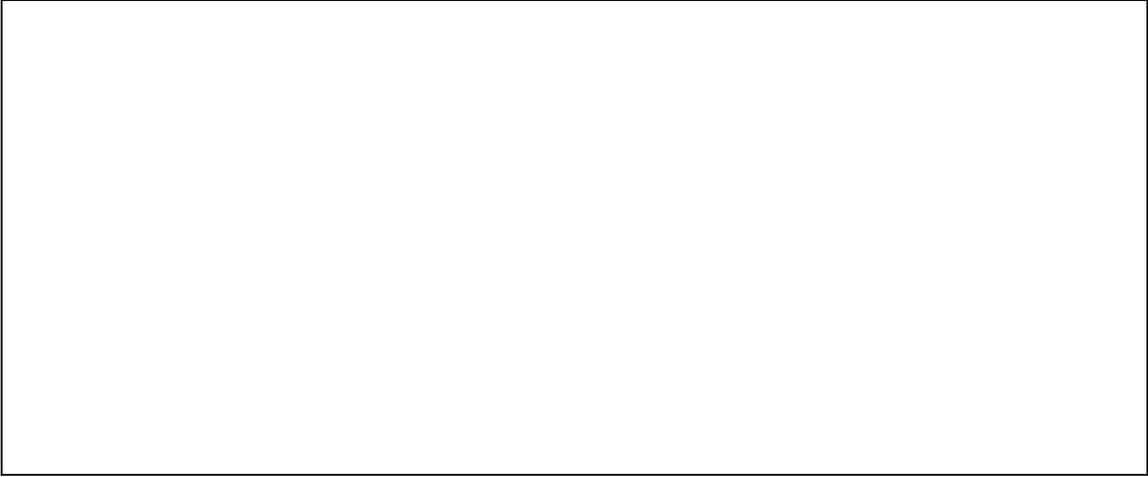
Study the _____ **below and answer the questions that follow.**

2.1 ( )

2.2 ( )

2.3 ( )

2.4 ( )

2.5 ( )

2.6 ( )

[ ]

QUESTION 3

Study the   and answer the questions that follow.
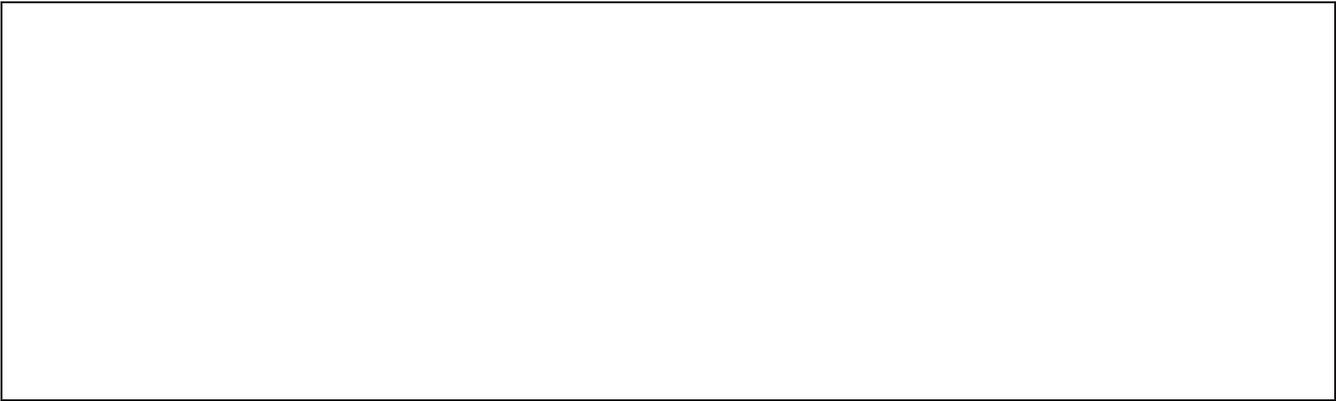
3.1   ( )

3.2

      3.2.1

      3.2.2   ( )

3.3   ( )

3.4   ( )
                                                                                                [ ]

QUESTION 4

Study the _____ and then write the paragraph as set out below it.

In a ………… paragraph, discuss ……….. Cover the following aspects in your response/answer.

-
-
-
-

Make use of some of the helper words included in the block below. Write your ideas in rough anywhere on the question paper before writing the final paragraph on your answer sheet.

[ ]

To ....:

QUESTION 5

Read the _____ and answer the questions that follow.

```



```

5.1   ( )

5.2   ( )

TOTAL FOR SECTION B - 35 marks

TOTAL: 50 marks (to be converted to 25/75 and recorded as 25/75)

8.5   Computer skills steps when working in a test template

Make a copy of the template document and rename the copy.

Open the renamed copy template document. (Alternatively: Work within the template but use the **"save as"** option, but never the "save" option, as the template will not be available for future use as it could have over-written the previous document)

Blue grid lines must be visible when you open the document. If you **do NOT see** blue grid lines, do the following:

HOW TO VIEW THE BLUE GRID LINES OF THE TEMPLATE

In the "Home" tab select the small arrow next to the following button (Look in the top middle for the paragraph set of buttons).

Select the "View Gridlines" option and you would see the template's blue grid lines such as the one below:

HOW TO INCREASE THE NUMBER OF ROWS?

1. Put the cursor in the row, press the tab button ($\rightarrow$I) a few times until the curser gets to the end, and then it increases the number of rows. (Hold in the tab button for a quicker method).

2. Or put the cursor at the end of the row and press enter.

WHAT TO TYPE WHERE IN THE TEMPLATE?

The middle big column (3rd) is always for typing sentences – either the questions, or the text.

Column 1 and 2 is always for numbering ONLY.

The 4th smallest column is ALWAYS blank and it is just for spacing.

The last column (5th) is always for marks – in round brackets not bold e.g. (1), but subtotals in square brackets and in bold e.g. **[10]**.

HOW TO CREATE A SPACE BETWEEN 2 QUESTIONS?

Always leave a blue row of the template open for space between questions (e.g. 4.1 + 4.2)

Do NOT use the space bar to create space. There is a specific reason for that. It is to make sure things don't jump around in the paper, but stay put as set.

HOW TO TYPE THE STIMULUS (TEXT) THAT THE QUESTIONS ARE BASED ON?

Always type the sentences of the text directly in the 3rd column, in ONE line of the template. You just continue typing as you would normally. It will automatically increase the space as you type.

NEVER, NEVER use a text box to type your text in – that is when things start jumping around in the test, giving you a lot of problems.

CAN A PICTURE INSTEAD OF TYPED TEXT BE USED AS STIMULUS?

Yes, just place it like the text in the 3rd column. To make the space bigger where the picture must go, place the cursor in the row and press enter a few times.

HOW TO INSERT A PICTURE?

Insert the picture in the 3rd column. But you will not always be able to move the picture to where you want and it might be stuck or jump around. Select the picture and select "format" from the tabs at the top. Select "text wrapping", then select "In front of text". Now you can move the picture in the third column. Use "enter" to make one blue line big enough to place the picture in so that it does not move out of that box. Do not place the picture over many blue lines as it might jump.

HOW TO MERGE CELLS IN THE BLUE ROWS TO TIDY UP SPACING ONCE THE TEST IS DONE?

Especially to move the text, start where the numbers start and not where the 3rd column starts, or to move questions that do not have sub-numbering closer to the number so that it starts where column 2 starts, YOU NEED TO MERGE CELLS (tidy up the space).

Select the cells you want to MERGE one by one (hold in left mouse button and simultaneously select the cells you want to merge), then select "layout" on the tabs at the top, and then select "merge cells". And you have improved spacing.

HOW TO CREATE BLANK SPACE IN THE TEMPLATE?

1. Go to the end of the template, press enter a few times and blank space at the end.
2. Go to any blank space in the middle of the template, press enter a few times and you will have a blank space.
3. Split the table (blue rows) and then press enter standing between the two rows and a space will be created. To split TWO blue rows, select the second row, the one above which you want the space, then select "layout" on the tabs at the top, and then select "split table".

HOW TO COPY THE NORMAL STANDARD ROW OF THE TEMPLATE TO TYPE IN?

Once you have the space where you want to put your question into the template, select a normal blue row (5 columns), copy it and paste it in the blank space. Do not select any other line that has been modified in the template, choose the standard one (5 columns) that is empty between questions on the template like this one. (Please note, do not copy this line because it is permanently displayed, copy a line from the template)

Then add a whole question between other questions and then just delete the spaces above and below the question when you are done to tidy-up the paper.

Your questions fall neatly into a well-spaced and orderly space and it should help to spend less time on technical issues once the paper has been set.

8.6 Exemplar test

[W] Example Test grade 10.docx	[W] Example Test Gr10 Memo and Analysis gr
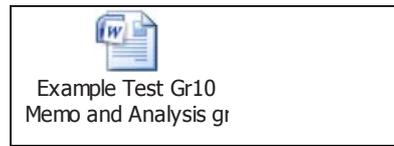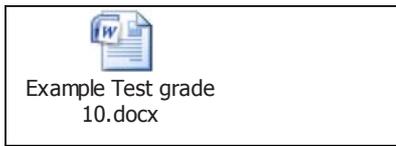
8.7 Question sources: Info-graphics and data analysis

Various stimuli can be used as a source from where questions flow:
- maps
- case studies
- scenarios
- extracts
- pictures
- cartoons
- advertisements
- flow-charts
- tables
- graphs
- info-graphics
- data

An info-graphic is the representation of a lot of information in a compact way. Instead of having to read paragraphs of information, it contains the essence in the form of snippets of information, statistics, visuals and graphics that need to be viewed and understood.

The following example is from the DBE website:
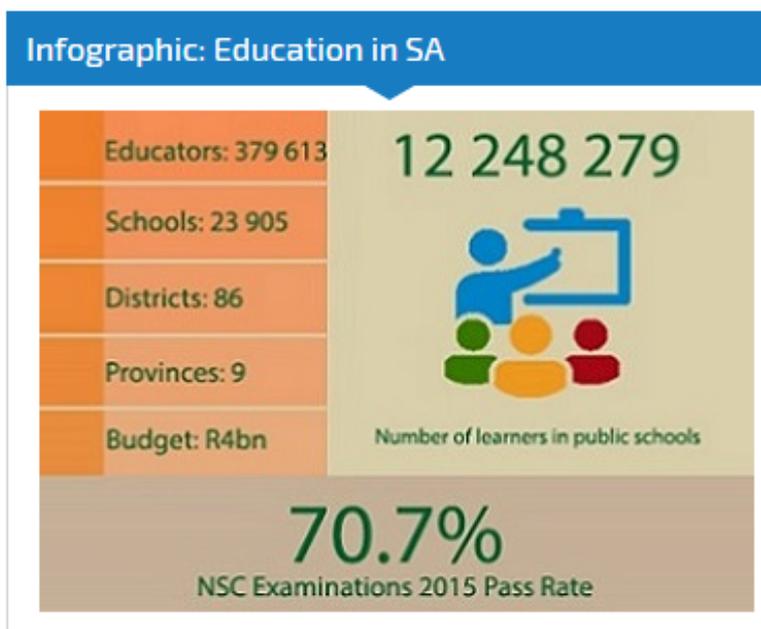
Data analysis can be implemented on any topic in the Tourism curriculum.

When planning data handling opportunities for learners, various activities can be provided, including:

- Collecting data
- Organising data
- Representing data
- Interpreting data
- Discussing data.

Attached find info-graphics from the Cape Town Tourism Annual Report 2015/2016 as data that has already been collected. Learners could re-organise the information into a table. Questions about the choice of visuals or shapes in discussing data can be asked.

ACCOMMODATION SECTOR

		YOY GROWTH
63.7%	OCCUPANCY	0.2% ↑
R1 360	AVERAGE ROOM RATE (ARR)	8.8% ↑
R866	REVPAR [revenue per available room]	9.1% ↑
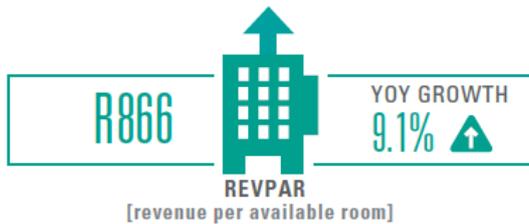
Source: Cape Town Tourism and Horwath HTL, Accommodation Performance Review & Forecast Reports January to December 2015.

TOP TOURISM ATTRACTIONS

	VISITORS	YOY GROWTH %
CAPE POINT	887 982	-3,5%
GROOT CONSTANTIA	415 964	14,0%
KIRSTENBOSCH NATIONAL BOTANICAL GARDEN	895 951	-0,4%
ROBBEN ISLAND	345 765	5,1%
TABLE MOUNTAIN CABLEWAY	967 534	2,0%
V&A WATERFRONT	23 516 710	-1,3%
CTICC	584 803	-15,0%
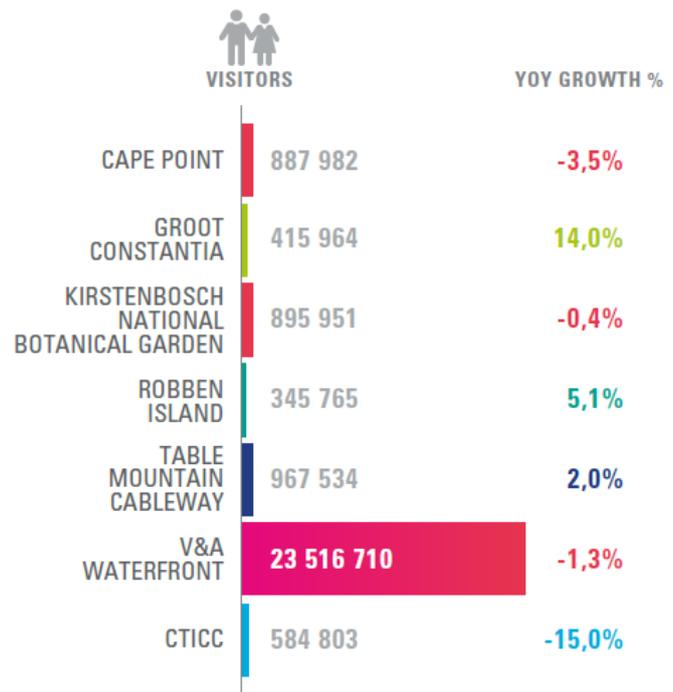
Source: Cape Town Tourism, Monthly Attraction data.

9. Examinations

9.1 The purpose of examinations

Teachers generally think of examinations as a way of testing learners' comprehension of content and skills taught in class. Examinations can, however, help in making teachers aware of **why** they are assessing learners and **what** they want to assess. It can also guide their thoughts as to what they want to **do with the results** after an examination has been written.

9.2 Requirements for a good quality question paper

A good quality question paper gives every learner an equal opportunity to fully demonstrate what they have learnt from the teaching that was offered. Question papers must be valid, reliable, realistic, fair and appropriate.
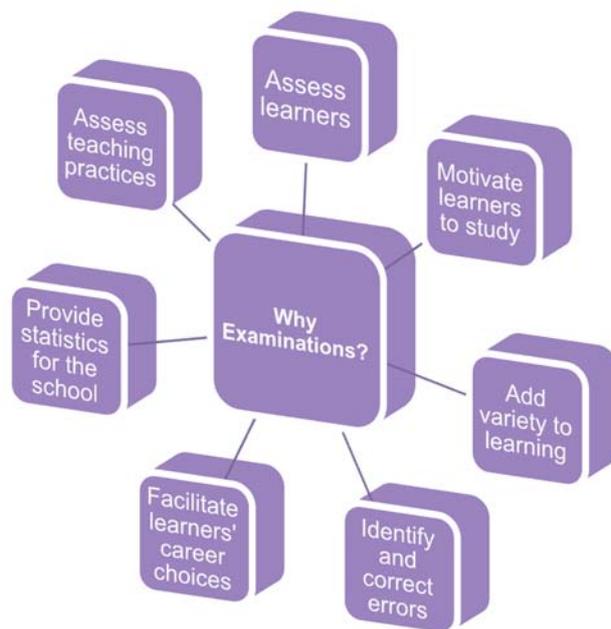
A few motivations for writing examinations

Differentiation
Differentiation caters for, and shows learner achievement, at different levels across the learning spectrum. Teachers need to ensure that examination question papers cater for the perceived top academic learner, the average learner and the weaker learners so that learners at the lower end of the academic spectrum are not discouraged and demotivated to the extent of 'giving up' or 'dropping out'.

The standard of a question paper depends on each of the following aspects:
1. Appropriateness for the grade
2. CAPS compliancy for the relevant term/task
3. Cognitive demand
4. Levels of difficulty
5. Content coverage
6. Skills addressed
7. Fairness of questions
8. Language

9. Free from bias
10. Length of the paper reasonable
11. Appropriateness of text and graphics
12. Predictability
13. Technical quality
14. Appropriate, accurate marking guideline

9.3 Steps in the setting of good quality question papers

Step 1: Create a framework (layout and marks allocated)
Step 2: List the topics to be assessed
Step 3: Gather resources
Step 4: Select different question types
     • Factual recall
     • Data response
     • Verbal
     • Numerical
     • Critical evaluation
     • Visual
     • Closed
     • Open-ended
     • Problem solving
     • Creative
     • Provocative questions
     • Real-life scenarios

> Develop the marking guideline and analysis grid at the same time while setting the paper

Step 5: Consider the cognitive levels / levels of difficulty (using a tool)
Step 6: Check scaffolding of questions (**Scaffolding**: *Within a question, the sub-questions need to progress from easier to more difficult*)
Step 7: Test the mark allocation against the time allowed

9.4 Requirements of a good quality, accurate marking guideline

- Reflect the following on the first page of the Marking Guideline:
  - Name of the school
  - Date for writing the test
  - Subject, name
  - Total of marks for the test
  - Name of the examiner and internal moderator
- All marking guidelines must be typed, must have no spelling errors and must reflect correct numbering to align with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses that were considered as correct answers.

A few aspects to consider and keep in mind when setting questions/tasks.
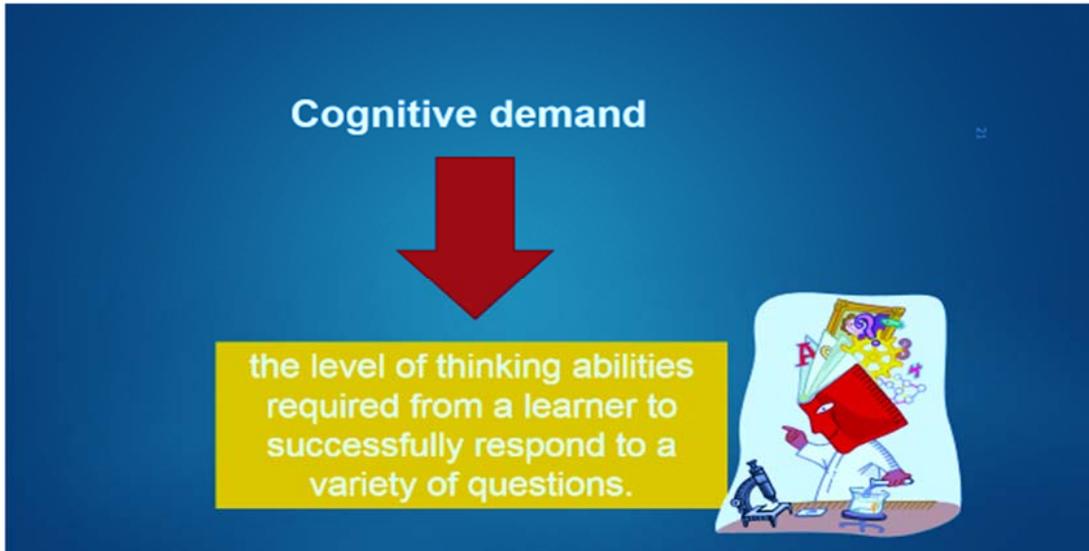
When setting a question paper the **cognitive demand** of the paper includes:
- The subject content
- The cognitive level
- The level of difficulty

Levels of difficulty are measured against the ability of the average learner to include
- Easy
- Medium/Average
- Difficult

The level of difficulty in a question /item is determined by the:
1. Content / topic being assessed (*Is the content easy to read and understand or is it abstract and difficult to comprehend? Factual content versus abstract content versus advanced content?)*
2. Way in which the question is structured *(If the question is structured poorly / is not clear, it becomes a difficult question for the learner to respond to.)*
3. Task/instruction given by the question *(How complex are the instructions requested by the question? Simple or complex?)*
4. Expected response (*What is expected and required from the learner to provide and develop the expected response?)*

Determine how difficult the question actually is. Determine……..
- whether the text within the question supports or confuses the learner.
- the readability level of the question.
- the level of difficulty of the accompanying stimulus to the question. Does it guide /confuse? Is it very difficult to interpret? Is the information clear?

Determine how difficult the task /instruction within the question is:
- **Information:** *Is it too much /too little /lacking?*
- **The context of the question:** Does it correlate with the prescribed content in the CAPS for the relevant term? Has the content been taught?
- **Logical order/sequence:** *Is the expected order requested in the question logical?*
- *Is the question* **answerable?**
- **Content that contradicts:** *The content in a question contradicts the content in a previous question.*
- **Predictability:** *Is the question predictable when referring to previous papers or PATs?*
- **Time available:** *Is the complexity of what the question expects fair for the time that is available?*

What is required for the expected response? Keep the following facts in mind for effective assessment:
- Study the mark allocation. It is a valuable guide to determine whether the answer is complete/how long the answer must be.
- When the Marking Guideline reflects an incorrect / ambiguous / contradictory response, it is considered as *unfair assessment.*
- When the question is open, but the memo is closed, it is considered as *unfair assessment.*
- When *alternative responses* that are correct, are not considered it is considered as *unfair assessment.*

*Too often we give our learners something to **remember**, rather than problems to **solve.***

9.5 Determining the balance of a Tourism question paper

In an attempt to make assessment more systematic, teachers are expected to produce evidence of a balanced question paper with appropriate levels of **cognitive demand (according to the CAPS)**, an appropriate **spread of topics** and fair **levels of difficulty**. This can be a daunting task, particularly for new or novice teacher in the subject.

Below is *an example of a tool* that can be used to produce evidence of cognitive demand, as well as an appropriate spread of topics and fair levels of difficulty for a Grade 12 Tourism paper.
Teachers are advised to use the tool concurrently with the setting process of the question paper to establish the level of balance and quality of the paper.

Example of a comprehensive analysis grid for a Tourism paper

The analysis grid consists of a summary page (displayed above) as well as an analysis for each section of the 200 mark paper (Sections A-E). Teachers will be able to see clearly which sections are too loaded, too difficult or where the spread of cognitive levels are not appropriate. Changes to correct the paper are effected during the setting process.

Information available from the analysis grid:

- Weighting of Cognitive Levels across sections A to E
- Weighting of Topics included for assessment in sections A to E
- Levels of difficulty across sections A to E
- A summary of cognitive demand, weighting of topics and levels of difficulty on the summary page
- The actual cognitive demand of the paper, expressed as a percentage, compared to the *Ideal Percentage* required of the paper.
- Graphical representation of all the above information

Double-click on the green icon below to open an electronic version of the comprehensive analysis grid.

Example of a Grade 12 Tourism paper comprehensive analysis grid
EMPTY COMPREHENSIVE AN/

9.6   Layout of Tourism question papers

LAYOUT OF EXAMINATION PAPERS - MIDYEAR (JUNE) EXAMINATION

Grade 10

Total: 100 Marks Duration: 1 hour 30 minutes

CONTENT		100 marks
Section A	Short questions (all topics covered in term 1 and 2)	25
Section B	Map work and tour planning	20
Section C	Tourism sectors	40
Section D	Domestic, regional and international tourism	15

Grade 11

Total: 150 marks Duration: 2 hours 30minutes

CONTENT		150 marks
Section A	Short questions (all topics covered in term 1 and 2)	30
Section B	Foreign exchange ; Map work and tour planning	20
Section C	Culture and Heritage	30
Section D	Tourism sectors	50
Section E	Domestic, regional and international tourism	20

Grade 12 (Mid-Year and Trial papers- June and September)

Total: 150 marks Duration: 3 hours

CONTENT		150 marks
Section A	Short questions (all topics covered in term 1 and 2)	40
Section B	Map work and tour planning; Foreign exchange	50
Section C	Tourism attractions; cultural and heritage tourism; marketing	50
Section D	Tourism sectors; sustainable and responsible tourism	30
Section E	Domestic, regional and international tourism; communication and customer care	30

LAYOUT OF EXAMINATION PAPERS – END-OF-THE-YEAR (NOVEMBER) EXAMINATION

CONTENT		200 marks		
		Grade 10	Grade 11	Grade 12
Section A	Short questions (all topics)	40	40	40
Section B	Map work and tour planning; Foreign exchange	30	20	50
Section C	Tourism attractions; cultural and heritage tourism; Marketing	50	50	50
Section D	Tourism sectors; sustainable and responsible tourism	50	50	30
Section E	Domestic, regional and international tourism; communication and customer care	30	40	30

In the Grade 12 examination papers, only content for Grade 12 will be assessed. However, prior knowledge from Grades 10 and 11 may be necessary to interpret and answer some of the questions.

9.7   Example of a good quality question paper

Double-click on the red icon below to open an electronic version of the paper and memo.

Example of a Grade 12 Tourism paper	Example of a Grade 12 Tourism marking guideline
PDF Tourism Nov 2016 Eng.pdf	PDF Tourism Nov 2016 Memo Eng.pdf

Visit the link below to download examples of previous Grade 12 question papers and marking guidelines.
http://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/NSCPastExaminationpapers.aspx

9.8   The marking process

1. Marking must be neat and meticulous.
2. Make clear ticks and ensure that ticks and mark totals correlate.
3. Write the mark on the right hand side next to the question; also a **0** if no marks were awarded.
4. Write the total mark for the whole question.
5. Make notes on the Marking Guideline, while marking – it is good practice to have a class list to plot individual comments while marking.

10. Projects

The range of **skills** and **knowledge** required for **information literacy** has expanded over the last two decades to accommodate the continually developing requirements for effective information handling. Effective time management and thorough planning are essential elements for setting quality project tasks.

All the steps applicable to the setting of test based tasks are also applicable to project tasks. The cognitive demand of the task must be well balanced to not disadvantage the learner. The task must be well planned and well managed. Clear guidelines and criteria must be given to the learner.
A project must assess those aspects that are difficult to assess in a test or m question paper. A degree of open-endedness may be present and the task must be creative to engage the interest of the learner. Make sure that the content included for the project speaks to the interest of the learner and the context of the school.

The teacher must guide the process and give feedback during the different stages of development. Project tasks are managed and completed under the supervision of the teacher. When learners engage in the construction of knowledge, an element of uncertainty is introduced and the results are not always predictable; in other words, the teacher is not certain what the learners will produce. Thus the importance for teacher guidance all the way.

In helping learners to become creators of knowledge, the teacher should create activities that allow the opportunity to also engage in higher-order thinking skills. Use a prepared framework to set the project task and adapt the content and scenario every year. This saves a lot of time.

Learners are required to master and demonstrate the following skills for projects:
- Do planning / preparation / investigation / information gathering
- Perform the task (carry out instructions) according to the criteria given
- **Produce a product** such as a report or article with introduction, main body, conclusion and recommendations / solutions
- Demonstrate thinking and decision-making skills
- Demonstrate innovation and creativity

Time management D-O- I-T -N-O-W!

- **D** = **Divide** and conquer what you have to do. Break big tasks into little tasks and give each part of that task a realistic deadline.

- **O** = **Organize** your materials, how you will do it.

- **I** = **Ignore** interruptions that are annoying distractions

- **T** = **Take** the time to learn how to do things yourself.

- **N** = **Now**, not tomorrow. Don't procrastinate.

- **O** = **Opportunity** is knocking. Take advantage of opportunities.

- **W** = **Watch** out for time gobblers. Keep track of, and be in control of, how much time you spend on the Internet, reading and sending e-mails, watching TV, or talking on the phone.

Research Skills

Interpret Task (Focus) – **What's the task**	What am I supposed to do? Do I understand the task? What do I know already? What information do I need?
Retrieval Stage (Search) How do I find out?	What sources are available to me? What are the best resources to use? Do I know what I am looking for? Where will I find it?
Select the Information (Sort & Select) What have I got and what is relevant?	Have I been able to find enough information? Do I know what is relevant and what is irrelevant information? How will I select the information I need?
Synthesise (Organise in logical order) How does it fit together?	How will I put all my information together? How should I present the information?
Evaluate (Reflect) What have I learnt?	Was the assignment successful? Was the process effective?

Proof Reading

- Language:
    - Grammar, spelling, punctuation, handwriting.
- Structure:
    - Do you have main ideas?
    - Are they clearly stated?
    - Are the paragraphs in logical order?
    - Is there a good introduction and conclusion?
    - Are the facts correct?
- Interest:
    - Does it all make sense?
    - Have you used the same words over and over again?
    - Do you explain yourself clearly?
    - Have you added enough interesting details to make someone want to read your project?

EXEMPLAR TASK
GRADE 10 NCS TOURISM

TASK 1: PROJECT
NAME OF SCHOOL: **MARKS: 50**
EXAMINER:
MODERATOR:

WELCOME TO MY REGION

INSTRUCTIONS

Do research on what your region has to offer for **ONE** of the following types of tourists:
- Adventure tourist
- Cultural tourist
- Eco tourist
- Educational tourist
- Leisure tourist
- Backpacker tourist

	CONTENT	INSTRUCTION	MARKS
1.	**TOURIST PROFILE**	Compile an imaginary tourist profile for the tourist of your choice **Your profile must include the following:** • Name and surname • ID photo of tourist • Age • Contact details – cell phone • Occupation • Special interests *(the type of tourist will determine the interests)*	
			Any 5 (5)

2.	FOOD & BEVERAGE ESTABLISHMENTS	2.1	Give TWO examples of food establishments that will suit the profile of the tourist.	(2)
		2.2	Motivate your choice.	(2)
3.	ACCOMMODATION	Choose ONE appropriate accommodation establishment to suit the needs of the tourist *(The type of tourist will determine the type of accommodation)*	
		3.1	Give the NAME and PHYSICAL ADDRESS ONE contact number and Include a picture of the establishment	(4)
		3.2	List TWO services provided at this establishment	(2)
		3.3	List TWO facilities at this establishment	(2)
4.	ATTRACTIONS	Do research on FOUR attractions that are available in your region that will match the profile of your tourist. (*The type of tourist will determine the type of attractions*) Design an advertisement leaflet that can be placed in hotel rooms to market these attractions. Include the following in your advertisement:	
		4.1	Give a suitable heading for the leaflet	(1)
		4.2	Include FOUR attractions	(4)
		4.3	Include pictures of the selected attractions	(4)
		4.4	Give THREE activities associated with each attraction.	(12)
5.	MAP WORK	Design a meander map of your region that showcases the following:	
		5.1	The selected accommodation establishment.	(1)
		5.2	The TWO selected food establishments.	(2)
		5.3	The FOUR attractions selected above.	(4)
		5.4	The nearest airport.	(1)
6.	PRESENTATION	6.1	Design a cover page	(1)
		6.2	Demonstrate logical flow	(1)
		6.3	Use appropriate language	(1)
		6.4	Include a bibliography	(1)
TOTAL:				50

GRADE 10 NCS TOURISM
TASK 1: PROJECT (Welcome to my Region)
ASSESSMENT TOOL

NAME OF SCHOOL: **MARKS: 50**

Name of learner:		Grade:	

*T= Teacher   *M= Moderator*

	Content	Criteria	Marks	* T	* M	
1.	**TOURIST PROFILE**	• Name and surname✓ • ID photo of tourist✓ • Age✓ • Contact details – cell number✓ • Occupation✓ Special interests *(The type of tourist will determine interests)*	(Any 5)			
2.	**FOOD & BEVERAGE ESTABLISH-MENTS**	2.1 TWO types of food establishment that will suit the profile of the tourist have been given✓ ✓	(2)			
		2.2 A reason was given	(2)			
3.	**ACCOMMO-DATION**	3.1 The NAME✓, PHYSICAL ADDRESS, ✓ ONE contact number✓ and a picture✓ were included.	(4)			
		3.2 TWO services provided at this establishment were given.✓✓	(2)			
		3.3 TWO facilities at this establishment were given.✓✓	(2)			

|	Content	Criteria		Marks	*T	*M	
4.	**ATTRACTIONS**	4.1	A suitable heading for the leaflet was given✓	(1)			
		4.2	FOUR attractions were included✓✓✓✓	(4)			
		4.3	Pictures of the selected attractions were included✓✓✓✓	(4)			
		4.4	THREE activities associated with each attraction were given ✓✓✓ + ✓✓✓ + ✓✓✓+ ✓✓✓	(12)			
5.	**MAP WORK**	A meander map was designed and included:					
		5.1	The selected accommodation establishment.✓	(1)			
		5.2	The TWO selected food establishments. ✓✓	(2)			
		5.3	The FOUR attractions selected above.✓✓✓✓	(4)			
		5.4	The nearest airport.✓	(1)			
6.	**PRESENTATION**	6.1	A cover page was designed✓	(1)			
		6.2	Project demonstrates logical flow✓	(1)			
		6.3	Language usage is appropriate✓	(1)			
		6.4	Bibliography was included✓	(1)			
	TOTAL			**50**			

ANALYSIS OF COGNITIVE LEVELS

ANALYSIS GRID FOR COGNITIVE DEMAND TOURISM PROJECT : [50]				Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Total mark	
				30%	50%		20%				
				LOWER	MIDDLE		HIGHER				
Quest nr	ACTION VERB	Mark		15	25		10			Total mark	Test values
How are you doing?				15	25		10			50	Test total correct
1	Compile	5		5						5	Correct
2.1	Suggest	2			2					2	Correct
2.2	Provide	2				2				2	Correct
3.1	Provide	4			4					4	Correct
3.2	List	4		4						4	Correct
4.1.1	Write	1		1						1	Correct
4.1.2	Name	4				4				4	Correct
4.1.3	Give	12			12					12	Correct
4.1.4	Illustrate	4		4						4	Correct
5	Design	8							8	8	Correct
6.1	Design	1							1	1	Correct
6.2	Demonstrate	1			1					1	Correct
6.3	Use	1		1						1	Correct
6.4	Include	1							1	1	Correct

Cognitive levels for Formal Project [50]

Remembering 15, Understanding 19, Applying 6, Analysing 0, Evaluating 0, Creating 10

Cognitibe levels out of 50

Pre-Moderation Task 2 Project

11.   Conclusion

"*If our aim is to improve learner performance, not just measure it, we must ensure that learners know the performance expected of them, the standards against which they will be judged, and have opportunities to learn from the assessment in future assessments.*"
(Grant Wiggens, 2002)

'Wisdom is knowing what to do next.

Skill is knowing how to do it and virtue is doing it.'

David Starr Jordan
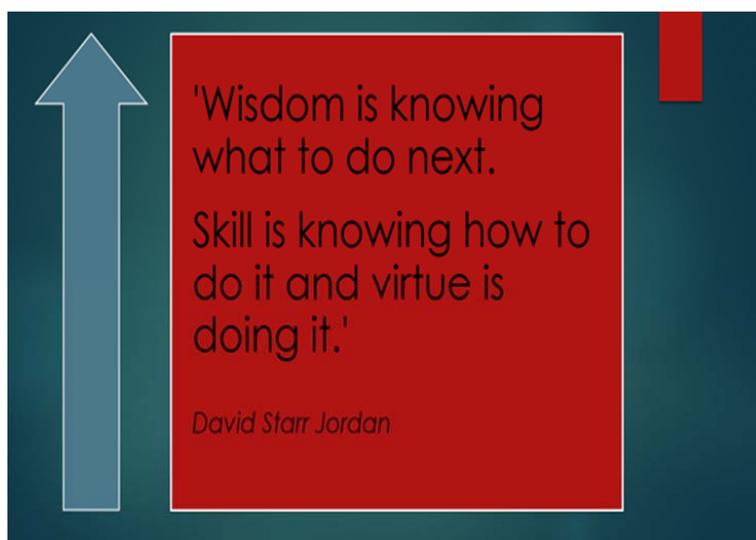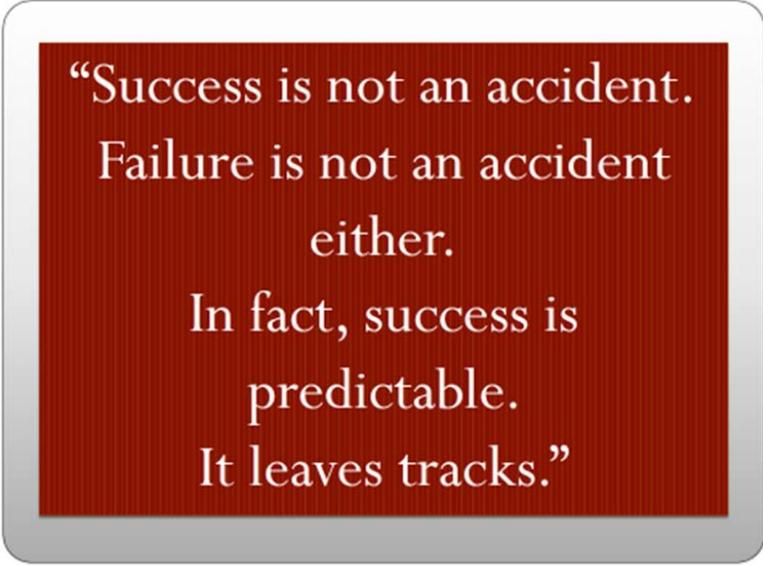
"Success is not an accident.
Failure is not an accident
either.
In fact, success is
predictable.
It leaves tracks."

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own." *Nikos Kazantzakis*

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