



basic education

Department:
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TOURISM

EXAMINATION GUIDELINES

GRADE 12

2017

These guidelines consist of 9 pages and 5 annexures.

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1. INTRODUCTION

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

The purpose of these Examination Guidelines is to:

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

The document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-based Assessment (SBA) or the Practical Assessment Tasks (PATs).

These Examination Guidelines should be read in conjunction with:

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

2. ASSESSMENT IN GRADE 12

2.1 Format of the Tourism question paper

- The Tourism examination consists of one 3-hour paper of 200 marks.
- The question paper is divided into five COMPULSORY sections.
- The national question paper for Tourism is set using a particular structure. It will be to the advantage of learners to familiarise themselves with the format. It is advised that teachers keep to the format below for all tests and examinations that are set internally.

The table below indicates the structure of the paper.

SECTION	QUESTION	TOPIC	MARKS
A	1	Short Questions (covering all topics)	40
B	2	Map Work and Tour Planning	50
	3	Foreign Exchange	
C	4	Tourism Attractions;	50
	5	Cultural and Heritage Tourism	
	6	Marketing	
D	7	Tourism Sectors	30
	8	Sustainable and Responsible Tourism	
E	9	Domestic, Regional and International Tourism	30
	10	Communication and Customer Care	

2.2 Cognitive demand in the question paper

The paper caters for the different learning abilities of learners with a range of cognitive levels. Learners can expect questions with lower, middle and higher cognitive levels.

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

The table below indicates the weighting of the cognitive demand in the paper, as stipulated in the CAPS.

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

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

When setting question papers and any other formal assessment tasks, both examiners and teachers must complete an analysis grid to ensure that the paper is weighted correctly, according to the cognitive levels stipulated in the *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Tourism*.

2.3 Structure of the question paper

In the table below the time allocation is added to assist learners with time management to complete the question paper in time.

SECTION	QUESTION	TOPIC	MARKS	MINUTES
A	1	Short Questions (covering all topics)	40	20
B	2	Map Work and Tour Planning	50	50
	3	Foreign Exchange		
C	4	Tourism Attractions;	50	50
	5	Cultural and Heritage Tourism		
	6	Marketing		
D	7	Tourism Sectors	30	30
	8	Sustainable and Responsible Tourism		
E	9	Domestic, Regional and International Tourism	30	30
	10	Communication and Customer Care		

- All the questions are compulsory.
- Learners must be encouraged to read through the question paper carefully before they start writing.
- When they are allowed to start writing, they should jot down any thoughts or ideas that come to mind on certain questions at the back of the answer book. Jotting down ideas can be useful to trigger the memory when the actual questions have to be answered.
- Read all the headings and instructions carefully. Learners should engage with resources, such as case studies, extracts, graphs, maps, cartoons, pictures, flow charts, infographics and word cloud. Study the resources and the questions: 'What is this about?; What is it telling me?; What part of my knowledge does it relate to?' Application of the content is one of the skills required in answering the Tourism question paper.
- Learners should be taught to consider the mark allocation when determining the length of their responses.
- Learners must be encouraged to use tourism terms and concepts in their responses.
- Neat, legible handwriting is essential. Answer in full sentences, unless otherwise indicated.
- Learners must be encouraged to leave time at the end of the examination to reflect on their answers. Correcting poor expression, spelling and checking calculations will be to their advantage.
- No marks will be awarded for only stating 'yes/no'; marks will be awarded for the motivation/substantiation of the response.
- The Grade 12 Tourism question paper is the final examination of the three-year FET phase and content covered in Grades 10 and 11 will be used to examine the depth of learning in this phase.

SECTION A: SHORT QUESTIONS (The answer sheet for SECTION A is included on page 3 of the national answer book. ANNEXURE E of these guidelines is an example thereof.)

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

Learners should be made aware that, contrary to popular belief, this section cannot necessarily be considered the 'easy' part of the paper. Questions which at first glance appear simple, may require careful consideration. Consider the distractors carefully in the multiple-choice questions.

All topics and subtopics in the Grade 12 CAPS may be assessed in this section, however, Grade 10 and 11 content, which is considered to be foundational, underpinning knowledge may be included here. Questions could also be structured to cover the various levels of cognitive demand.

SECTIONS B, C, D and E

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

In these sections questions may be based on sources, such as maps, graphs, tables, pictures, logos, flow diagrams, extracts, case studies, cartoons, infographics and word cloud. It will be to learners' advantage to expose them to as many of these sources in the internal formal assessment tasks as possible.

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

Questions may start with '**Give your views on ...**'; '**Explain why ...**'; '**Discuss how ...**'; '**Comment on ...**'; '**Suggest ...**'; '**Analyse ...**'; '**Evaluate ...**'; '**Do you agree ...**'; '**Recommend ...**'; '**Justify/Motivate/Substantiate ...**'; '**In your opinion ...**,' '**Argue for or against ...**'; etc. These questions require higher-order thinking skills and learners have to **think critically** and **creatively** or **solve problems**.

These sections will also include questions that require **paragraph-type responses**. It is recommended that learners be trained to write paragraph-type answers.

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

An elaboration is given below of the content and contexts to be included in the assessment of the topics for Tourism. This section must be read in conjunction with the Tourism CAPS (Sections 3 and 4).

SECTION A: SHORT QUESTIONS	40 marks
QUESTION 1	
Questions in this section will assess content on knowledge, comprehension and application.	
SECTION B: (TWO questions)	50 marks
Learners will need a non-programmable calculator for this section.	
QUESTION 2: MAP WORK AND TOUR PLANNING	
Learners can expect questions on:	
Tour plans and route planning, compiling a day-by-day itinerary, compiling a tour budget, health, safety, travel documentation, world time zones and calculation of world times when travelling between countries.	
General comments:	
The time zone map (ANNEXURE D) provided with these guidelines should be used for the interpretation and the understanding of time zones.	
Learners are not required to know which countries apply daylight saving time (DST), however, from the given scenario/table they must be able to determine whether to apply DST or not. They must understand the impact of time zones and DST on travel planning and travelling.	
Learners must show all calculations. Marks will be allocated for each step used in the calculations. It is advised that learners familiarise themselves with the format of the time zone calculations in the memoranda of past question papers.	
Learners must be familiar with industry jargon, e.g. airline jargon, such as stopover time; lay-over time and +1, refer to the next day on an airline schedule.	

Learners must be exposed to current global health issues that would affect travel to the destination. Know the recommended steps/precautions that are taken with the most recent outbreaks of diseases.

In general health and safety precautions for tourists in terms of unforeseen occurrences must be discussed using current information.

Learners must be exposed to current trends regarding travel documentation, customs and the impact these have on international inbound and outbound travel.

QUESTION 3: FOREIGN EXCHANGE

Learners can expect questions on:

Foreign exchange

General comments: The impact of currency fluctuation on travel. Use only exchange rates expressed as 1 unit of foreign currency = value in rand, i.e. 1USD = R13, 50. Calculators may be used for calculations, rounded off to two decimals, e.g. R74,56.

Learners must show all calculations. Learners must know when to use the bank buying rate (BBR) and bank selling rate (BSR) when doing the calculations. Learners must be able to use and interpret a currency rate table to answer questions on FOREX.

- Fluctuation of the rand against major currencies
- Know the reasons for the fluctuations in exchange rates and the impact this has on international inbound and outbound travel

SECTION C (THREE questions)

50 marks

QUESTION 4: TOURISM ATTRACTIONS

Learners can expect questions on:

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

General comments:

Learners are required to distinguish between an attraction and an icon and to interpret and evaluate the latest statistics presented in the form of graphs, texts and tables. Learners can expect to be assessed on the location of icons/attractions on a world map (country, city/town/area), reason(s) why it is an icon/attraction and a unique characteristic that makes it an icon/attraction.

From given case studies; scenarios, extracts etc., learners must be able to link/apply their knowledge to the factors and characteristics that contribute to a successful tourist attraction or icon.

Teachers must ensure that learners are exposed to visuals of icons/attractions in addition to the theoretical facts, as required by the CAPS. Encourage learners to develop a glossary of words/terms that are related to icons and attractions.

QUESTION 5: CULTURE AND HERITAGE TOURISM**Learners can expect questions on:**

World Heritage Sites

General comments:

Using the latest information, learners must be able (amongst others) to give a description of all the World Heritage Sites (WHS) in South Africa, their locations on a map of South Africa and how they meet UNESCO's criteria. They have to be able to recognise the logo and know the main function and role of UNESCO regarding the WHS. Teachers must ensure that the latest, updated information regarding World Heritage Sites in South Africa is taught. Learners should also be able to evaluate the status of World Heritage Sites.

QUESTION 6: MARKETING**Learners can expect questions on:**

Marketing South Africa as a tourism destination.

South African Tourism's (SATourism) role in marketing South Africa

General comments:

Learners should understand the concepts, core markets and emerging markets, and also how they relate to marketing South Africa as a tourism destination. Understanding the concepts will help learners to interpret questions relating to the topic, e.g. how the DTGS objectives are used as the base load to understand and support the international market.

Learners should familiarise themselves with:

- SATourism brand image and core business
- Funding for marketing purpose – role of TOMSA and TBCSA
- Various platforms South Africa markets itself as a destination of choice

SECTION D: (TWO questions)**30 marks****QUESTION 7: TOURISM SECTORS****Learners can expect questions on:**

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

General comments:

Examiners may use a variety of sources and learners will be required to interpret and apply the information. Learners are not required to memorise any legislation.

QUESTION 8: SUSTAINABLE AND RESPONSIBLE TOURISM**Learners can expect questions on:**

The three pillars of sustainable tourism, corporate social investment (CSI) in tourism, responsible tourism and tourists.

General comments:

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

Learners will be expected to apply their knowledge to various given sources, make recommendations and provide solutions on how to implement the triple bottom-line in a tourism business.

Learners must be able to critically evaluate and assess the role of corporate social investment (CSI) practised by businesses and organisations.

Teachers should use examples of company initiatives from the internet and printed media. Sources of information on responsible tourism, e.g. *Responsible Tourism Handbook*, FTT website; *Gauteng Responsible Tourism Handbook*, etc.

SECTION E: (TWO questions)**30 marks****QUESTION 9: DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM****Learners can expect questions on:**

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

General comments:

Learners are not required to study the events, only examples of global events of international significance are required. Learners should be able to deduce the impact these events have on tourism (domestic, regional and international). **Current information and most recent events should be accessed from the media.**

Learners are not required to study the political situations and unforeseen occurrences. Focus on the impact these situations and occurrences have on international tourism and the economy of the affected country. It is important to make sure learners are aware of recent examples.

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

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

QUESTION 10: COMMUNICATION AND CUSTOMER CARE**Learners can expect questions on:**

Methods to obtain customer feedback and to measure customer satisfaction.

General comments:

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

Teachers are encouraged to use the DBE approved textbooks that comply with the requirements of the CAPS for Tourism. Refer to the list of approved text books on ANNEXURE C.

The tourism industry is a dynamic, constantly evolving industry. Teachers must keep abreast of the latest developments and trends in the tourism industry as questions on developments and trends may appear in the question paper.

4. CONCLUSION

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

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

ANNEXURE A**ACTION VERBS: BLOOM'S REVISED TAXONOMY**

	COGNITIVE LEVELS	ABILITIES
1	Remembering (shallow processing: drawing out factual answers, testing recall and recognition)	Recalling of facts, concepts, generalisation, terminology, names, etc.
2	Understanding (translating, interpreting and extrapolating)	The ability to interpret factual knowledge and to translate, re-order and re-arrange learned material
3	Applying (knowing when to apply; why to apply and recognising patterns of transfer to situations that are new, unfamiliar or have a new slant for learners)	The ability to apply existing knowledge to new or similar problems in order to solve them
4	Analysing (breaking down into parts, forms)	The ability to break down and identify elements of an organised whole or structured situation.
5	Evaluating (according to some set of criteria, and state why)	The ability to make judgments about the value and accuracy of presented material against established criteria
6	Creating (combining elements into a pattern clearly not there before)	The ability to design, debate, decision-making situations

Level	THINKING SKILL REQUIRED	ACTION VERB
1	KNOWING terminology, definitions, formulae, sequences, trends, methods, theories, causes, etc.	Name/State/Give
		Describe
		Label/Indicate
		Define
		State/Make a sketch
		Identify
2	UNDERSTANDING reflected by interpretation, conversion, extrapolation, etc.	Explain/Clarify
		Compare
		Distinguish/Differentiate
		Predict
3	APPLYING of principles, methods, theories. etc. mastered previously	Identify
		Calculate/Convert
		Compare
		Examine
		Illustrate
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

ANNEXURE B

The following is a list of terms that is generally used when setting questions:		
1.	Describe	Write down the characteristics of something in a logical and well-structured way
2.	Discuss/Reason	Investigate and state critically the aspects of the matter or statement
3.	Compare	Highlight similarities and differences. The learner should NOT discuss or describe one matter first and then go to the next.
4.	Arrange/Order	Order concepts, statements or descriptions according to a particular criterion
5.	Identify/Select	Identify the essential characteristics of the matter
6.	Represent/ Make a sketch	Give information without discussion or criticism, either in words or in the form of a flow diagram, drawing or table
7.	Evaluate/Discuss critically	Assess the basis of a particular point of departure or criterion. Highlight the strengths and weaknesses after the facts and/or points of view have been considered.
8.	Plan	Plan a method/modus operandi, e.g. an experiment
9.	Name/Give/State	Listing the basic facts without discussion
10.	Explain/Clarify	Make clear, state simply so that the reader can understand. Mere stating of fact is not sufficient.
11.	Label	Label for a sketch or a diagram
12.	Analyse	Divide into parts or elements and explain the relationship
13.	Distinguish	Highlight the details that distinguish one thing from another (differences)
14.	Predict	Anticipate what would happen
15.	Summarise	Briefly highlight the main aspects of the whole issue/content, but retain the essence – give an overview.
16.	Calculate	Apply arithmetical and mathematical rules to reach an answer

ANNEXURE C**LIST OF APPROVED TEXTBOOKS FOR TOURISM CAPS**

	TEXTBOOK	PUBLISHER
1	<i>Focus Tourism Grade 12</i>	Maskew Miller Longman
2	<i>Oxford Successful Tourism Grade 12</i>	Oxford University Press
3	<i>Solutions for all Tourism Grade 12</i>	Macmillan S Africa
4	<i>Spot on Tourism Grade 12</i>	Heinemann Publishers
5	<i>Top Class Tourism Grade 12</i>	Schuter & Shooter
6	<i>Via Afrika Tourism Grade 12</i>	Via Afrika
	<i>The above textbooks are also available in Afrikaans</i>	

ANNEXURE D

THE TIME ZONE MAP USED IN THE NATIONAL EXAMINATION PAPER



