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REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

LEARNING PROGRAMME GUIDELINES

TOURISM

JANUARY 2008

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SECTION 1

INTRODUCTION

1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages

- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology

- Accounting; Business Studies; Economics

- Geography; History; Life Orientation; Religion Studies

- Consumer Studies; Hospitality Studies; Tourism

- Dramatic Arts; Dance Studies; Design; Music; Visual Arts

- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

1.1.3 NATIONAL SENIOR CERTIFICATE

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework.*

1.1.4 SUBJECT ASSESSMENT GUIDELINES

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

1.1 INTRODUCING THE LEARNING PROGRAMME GUIDELINES

1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

1.2.2 WHAT IS A LEARNING PROGRAMME

INTRODUCTION

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12

- Phase 2 – develop a *Work Schedule* for each grade

- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

Developing a Subject Framework (Grades 10-12)

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject
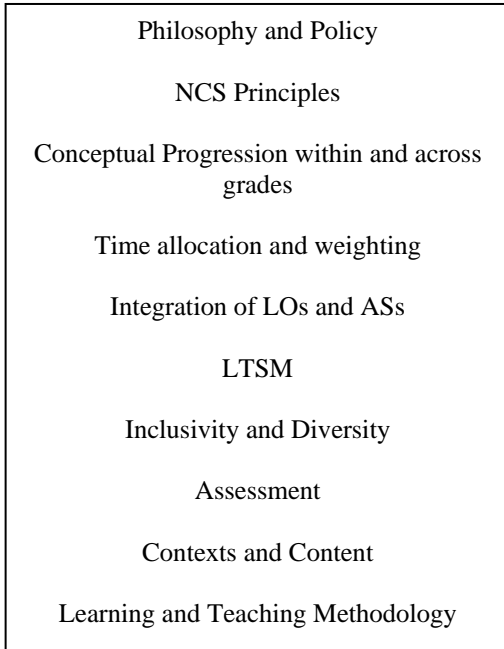
Designing Work Schedules

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.
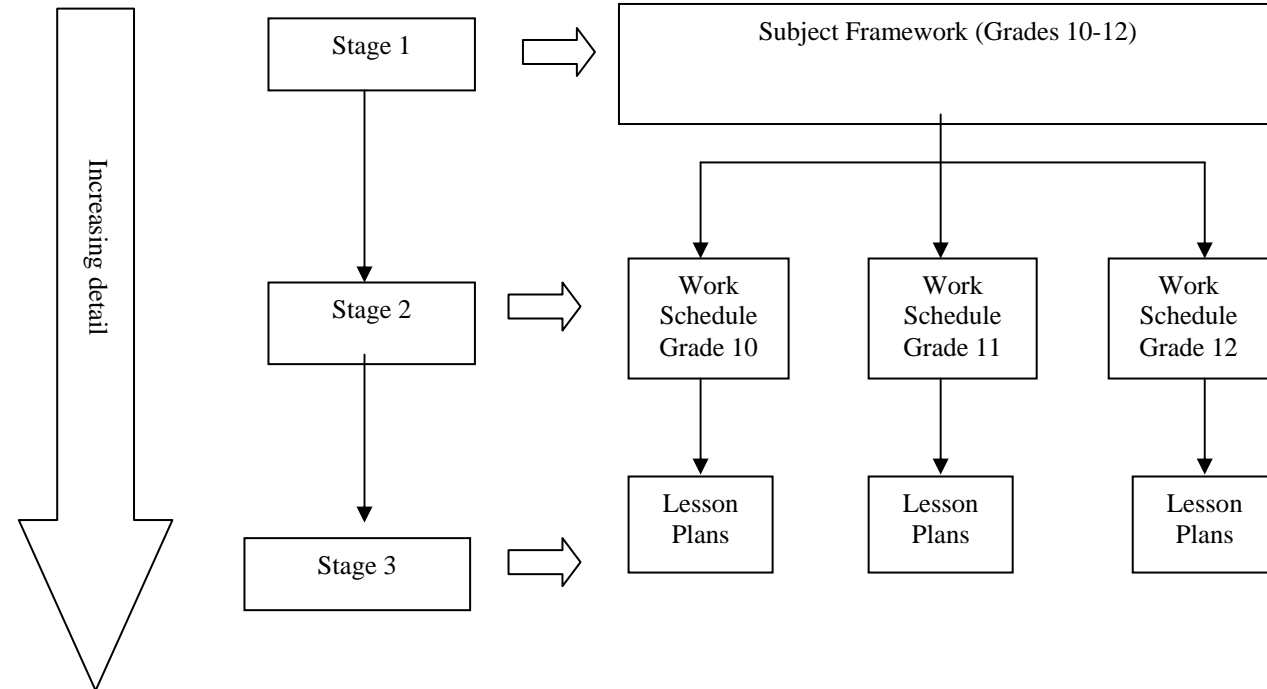
Designing Lesson Plans

Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

FIGURE 1: **RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME**

ISSUES TO BE CONSIDERED

STAGES

Philosophy and Policy

NCS Principles

Conceptual Progression within and across grades

Time allocation and weighting

Integration of LOs and ASs

LTSM

Inclusivity and Diversity

Assessment

Contexts and Content

Learning and Teaching Methodology

Increasing detail

| Stage 1 | ⇒ | Subject Framework (Grades 10-12) |

| Stage 2 | ⇒ | Work Schedule Grade 10 | Work Schedule Grade 11 | Work Schedule Grade 12 |

| Stage 3 | ⇒ | Lesson Plans | Lesson Plans | Lesson Plans |

INTRODUCING TOURISM

Read this section in conjunction with the *Tourism National Curriculum Statement Grades 10-12 (Schools).*

2.1   WHAT IS TOURISM?

This subject studies tourism as a broad and dynamic economic sector. It encourages learners from diverse backgrounds to understand the industry and its functions. In addition, learners explore potential opportunities and are assisted to make informed career choices, whether it is to continue with further or higher learning or to pursue entrepreneurial activities.

The subject promotes understanding of the value that tourism can provide to individuals, communities and the economy. It encourages and promotes the acceptance of the diversity found in South Africa and challenges learners to understand and capitalise on the value of diversity from a tourism perspective.

The subject highlights how important it is for all individuals and communities to be involved with environmental care, sustainability and the related benefits that can be achieved for all citizens.

In the *National Curriculum Statement Grades 10-12 (General)*, Tourism is expressed as a subject containing four focus areas. The four focus areas are: tourism as an interrelated system; responsible and sustainable tourism; tourism geography attractions and travel trends; and customer care and communication. Each of the four Learning Outcomes for Tourism is drawn from one of the focus areas. See pages 10-11 of the Tourism Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for further information on the scope of these four focus areas.

The four Learning Outcomes for Tourism are as follows:

LO 1: Tourism as an Interrelated System	The learner is able to evaluate the tourism industry as an interrelated system
LO 2: Responsible and Sustainable Tourism	The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth
LO 3: Tourism Geography, Attractions and Travel Trends	The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination
LO 4: Customer care and Communication	The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team

The issues dealt with in one Learning Outcome are inter-related to the issues in the other three Learning Outcomes of the subject. See Chapter 3 of the Tourism Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for the Assessment Standards Grades 10-12.

2.2 WHAT IS THE PURPOSE OF TOURISM?

Government has identified tourism as a key economic sector. The *Tourism White Paper on the Development and Promotion of Tourism in South Africa (SA)* has identified the following:

- Tourism represents a significant opportunity for growth in tourism and related job creation in South Africa. It employs 212 million people worldwide, generating $3,4 trillion in world gross output and contributes $655 billion to government tax revenues making it the world's largest industry.
- Tourism is a foreign exchange generator and this contributes to the gross domestic product (GDP) and has the potential to uplift the living standard of many South Africans.
- Tourism can provide immediate employment to local people that live within close proximity to already established resorts and attractions.
- Tourism is a labour-intensive industry and has the lowest ratio of investment to job creation.
- Tourism employs a multiplicity of skills.
- The tourism industry creates entrepreneurial opportunities and incorporates a thriving and dynamic informal sector.
- Tourism brings development to rural areas rather than encouraging migration to the cities.
- Tourism builds cross-cultural relations and is a vital force for peace.
- Tourism is a final product in that the value added in the final stages of production is created in South Africa.
- Tourism brings a ready market of over four million regional and overseas visitors annually.
- Tourism has the potential to influence visitor tastes and create permanent export markets.
- The demand for tourism is continuous as people travel at all ages during their life.
- Tourism has the potential to generate demand and production in other sectors of the South African economy.
- South Africa is a global leader in eco-tourism, which could act as a catalyst for further development in this field.

These points present a compelling case to introduce Tourism in Grades 10-12. The study of Tourism amongst our youth is important for four reasons:
- It develops in learners an awareness of the value that tourism brings to the local economy.
- It enables learners to make an informed career choice in the field of tourism.
- It encourages learners to begin identifying entrepreneurial opportunities for themselves.
- It ensures that learners become better users of the tourism product, for example by getting involved in community development programmes that are related to tourism.

2.3 WHAT IS THE RELATIONSHIP BETWEEN TOURISM AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

The Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The National Curriculum Statement Grades 10-12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum. The Tourism curriculum supports the application of the nine NCS principles as follows:

2.3.1 Social Transformation

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid. Social transformation therefore, is aimed at ensuring that the imbalances and discriminations of the past are addressed, and that equal opportunities are provided for all sections of our population. Tourism, and in particular Learning Outcomes 1 and 2, contributes to social transformation by implementing the government's strategy to redress imbalances in tourism participation and to use diversity and heritage to promote tourism.

2.3.2 Outcomes-based education

As with all other subjects in the *National Curriculum Statement Grades 10-12 (General),* Tourism makes use of Learning Outcomes and Assessment Standards to describe what a learner should know and be able to demonstrate (i.e. the skills, knowledge and values that are the results of learning). The content in Tourism encourages learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and sub-sectors, and the benefits tourism brings to the South African economy.

2.3.3 High knowledge and high skills

The *National Curriculum Statement Grades 10-12 (General)* aims to develop a high level of knowledge and skills in learners. Tourism places particular emphasis on creating opportunities for **all** learners to realise their **full potential** as thinking and doing beings who will contribute to the development of tourism in their own communities and South Africa. The content and complexity of the Assessment Standards in particular were weighted against various criteria, including the South African Qualifications Authority level descriptors, and are the minimum levels of skills and knowledge to be achieved in each grade.

2.3.4 Integration and applied compliance

Integration is achieved within and across subjects. Integration involves the grouping of Assessment Standards that link naturally and must be seen as a mechanism that can be used to enrich learning, teaching and assessment. Tourism allows for an integrated approach to learning and assessment in that issues dealt with in the subject are integrated across the four Learning Outcomes of the subject. It is important that teachers reflect on the integrated nature of the subject Tourism in the development of a Learning Programme for Tourism to ensure that the four Learning Outcomes are achieved and integrated in a holistic manner.

Integration is not done for the purpose of assessing Assessment Standards from other subjects within Tourism, but rather to bring practical foundational and reflective competences together to achieve applied competence. The following are a few suggestions of how other subjects can integrate with Tourism:

- Languages – link with careers by getting learners to fill in application forms and to compile CVs for the section on "Work Experience" in Tourism.
- Business Studies – LO 2 links with business opportunities suitable in the tourist market
- Geography – LO 1 links with map reading and interpretation
- History – LO 4 links with heritage sites
- Hospitality Studies – LO 1-4 link with use of accommodation and food and beverage operations
- Mathematics – LO 1 links with basic calculations
- Visual Arts – LO 4 links with tourist attractions (galleries)

2.3.5 Progression

The Assessment Standards for each Learning Outcome in Tourism are designed at various levels of complexity and depth to provide for progression as learners move from the beginning to the end of a grade and from grade to grade. An example of this progression can be seen when looking at the first Assessment Standard of Learning Outcome 1 for Grades 10-12 where the Assessment Standard increases in complexity by moving from focusing on the concepts 'tourism' and 'tourist' to focusing on the impact of tourists on the economy.

2.3.6 Articulation and portability

The Learning Outcomes and Assessment Standards for Tourism have been designed to align with the Unit Standards for Tourism at National Qualifications Framework (NQF) levels 2,3 and 4. This will ensure portability between the formal school sector and the colleges or other workplace related learning programmes registered on the NQF.

2.3.7 Human rights, inclusivity, and environmental and social justice

The *National Curriculum Statement Grades 10-12 (General)* seeks to promote human rights, social justice and environmental justice and adopts an inclusive approach to learning, teaching and assessment. The challenge for teachers of Tourism will be to choose contexts that learners from different socio-economic backgrounds can access. Learning Programmes need to cater for the special needs of the learners for whom they are being developed. Issues such as discrimination and violation of human rights, diversity (including gender, race, age, religion and culture) should be addressed.

2.3.8 Valuing indigenous knowledge systems

Nowadays people recognise the wide diversity of knowledge systems through which people make sense of, and attach meaning to, the world in which they live. Indigenous knowledge systems in the South African context refer to the body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years.

Tourism acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution (LO 2).

2.3.9 Credibility, quality and efficiency

The *National Curriculum Statement Grades 10-12 (General)* aims to achieve credibility through pursuing a transformational agenda and providing an education that is comparable in quality, breadth and depth to those of other countries.

2.4 PROFILE OF A TOURISM LEARNER

2.4.1 Learners entering Grade 10

Learners who choose Tourism will **not have any prior knowledge of the subject**, as Tourism is **not offered** in Grades R-9. However, the knowledge, skills and values gained from the relevant outcomes in the *National Curriculum Statement Grades R-9 (General)* will serve as a sound foundation.

Learners starting Tourism in Grade 10 will have been exposed to the following tourism-related skills, knowledge and values in the Grade R-9 Learning Areas:
- Social justice, cultural diversity and map skills – Human and Social Sciences
- Business and marketing skills – Economic and Management Sciences
- Sourcing information, use of technology when communicating – Technology
- Human relations, sensitivity towards others and career opportunities – Life Orientation
- Creating posters and body movements - Arts and Culture
- Natural phenomena e.g. weathering, erosion, fauna and flora – Natural Science

2.5 RELATIONSHIP BETWEEN THE TOURISM LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

There are seven cross-curricular Critical Outcomes and five cross-curricular Developmental Outcomes. These outcomes are derived from the Constitution and indicate the desired profile of a learner leaving the schooling system.   The Critical and Developmental outcomes in turn inform the Learning Outcomes that are set for each subject and therefore inform the learning, teaching and assessment process in Tourism. See page 2 of the Tourism Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for the Critical and Developmental Outcomes.
The tables below illustrate the links between the outcomes:

CO	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF TOURISM
CO 1: **Problem solving, Decisions and thinking**	LOs 1-4: All four Learning Outcomes lend themselves to this Critical Outcome. Many of the Assessment Standards in the four LOs make use of verbs which encourage higher order thinking, examples being *investigate, discuss, explain, explore, evaluate, research, review*, etc.
CO 2: **Work with others**	LOs 1-4: All four Learning Outcomes can make use of group projects which require individuals to work with others in order for them to be effective in their actions. When looking for a job, one of the criteria of modern day jobs is that an applicant should be able to function as a member of a team.
CO 3: **Manage themselves and activities**	LO 1-4: The Tourism skills involved in all four LOs build on and interact with one another and therefore all work towards developing and managing the skills of the learner.
CO 4: **Work with information**	LO 1,3, 4: Learners are required to use and analyse information so that informed decisions can be made in the Tourism Industry
CO 5: **Communicate**	LO 4: Communication forms the basis of all learning, teaching and assessment. The learner must be able to apply effective communication skills so as to deliver service excellence in Tourism
CO 6: **Use Science and Technology**	LO 2: Tourism emphasises the importance of maintaining and sustaining heritage sites and protecting the environment.
CO 7: **World as set of related systems**	LOs 1-4: The SKV development process that South African learners experience in Tourism is a global trend. World events impact on the lives of people all over the world and even local events need to be understood in a global context.

DO	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF TOURISM
DO 1: **Learning strategies**	LOs 1-4 Learners must explore a variety of strategies to learn more effectively so that the Outcomes can be achieved.
DO 2: **Participate in communities**	LO 1,2: Through community projects, growth and community development can be stimulated through the local tourist markets.
DO 3: **Culturally and aesthetically sensitive**	LO 2,3: Learners are guided to respect the uniqueness of others and to look at building sustainable relationships.
DO 4: **Education and career**	LOs 1-4: This gives learners clear direction of which careers are available in the Tourism Industry and to help them to make informed career choices.
DO 5: **Entrepreneurial**	LO 2,3: Addresses the available infrastructure and businesses in the local community and how local products can develop into a unique tourism venture.

2.6   WAYS TO ACHIEVE TOURISM LEARNING OUTCOMES

2.6.1   Approach to Tourism

An integrated, multidisciplinary approach should be used in the Tourism class.

Tourism encourages teachers of different disciplines to work together to provide learners with the desire to know, cherish and act in favour of indigenous knowledge systems.

The following learning techniques are proposed to inspire and reinforce the learners' commitment to preserve South African heritage and to help close the gap between school and society by offering stimulating activities which promote involvement in the community:
- Discussion
- Investigations
- Exercises
- Visual sessions
- Site visits / field trips
- Role-play

Although all schools do not have access to libraries and the Internet, more and more schools will have access in the future and learners should be encouraged to use technology such as computer-based programmes and the Internet.

2.6.2   Field trips or site visits

Field trips or site visits can be used effectively to deliver of the Tourism curriculum but must not take place in isolation. They should be closely linked to Learning Outcomes 1, 2, 3 and 4.

Apart from taking care of the logistical preparations, for example availability of site, costing, reservations, learners should be well prepared and roles and responsibilities should be set prior to departure. The trip should be followed up with an evaluation. **Annexure A** contains ideas, advice and information on how to plan these field trips and site visits. **Annexure B** provides examples of famous sites.

2.6.3   Networking with industry

To support learning and to bring the subject to life, teachers are strongly advised to invite subject experts to the school to deliver talks to learners, for example local provincial tourism authorities and industry specialists, such as travel agents, car hire companies, tour operators, airlines and accommodation establishments.

Tourism is a dynamic and changing industry. To ensure that teachers keep abreast of developments and trends, it is imperative for schools to establish relationships with tourism-related businesses. Ways in which industry can provide support to schools include:

- Providing schools with redundant brochures, maps and GSA Travel Marketing Magazine;
- Guest lecturing;
- Facilitating site visits; and
- Providing videos.

When a town hosts a festival, environmental clean-up campaign, road show or promotional activity, learners studying tourism should participate, for example, handing out promotional items, providing directions and interacting with customers.

2.6.4   Networking with other schools

Where possible, schools are encouraged to establish links with another Tourism class in a different province. This will benefit learners as the two schools could enter into a joint research project to learn about the tourism attractions available in each other's provinces (link to Assessment Standards 10.3.1; 10.3.2; 11.3.2 and 11.3.4) and exchange the information with each other using various forms of technology.
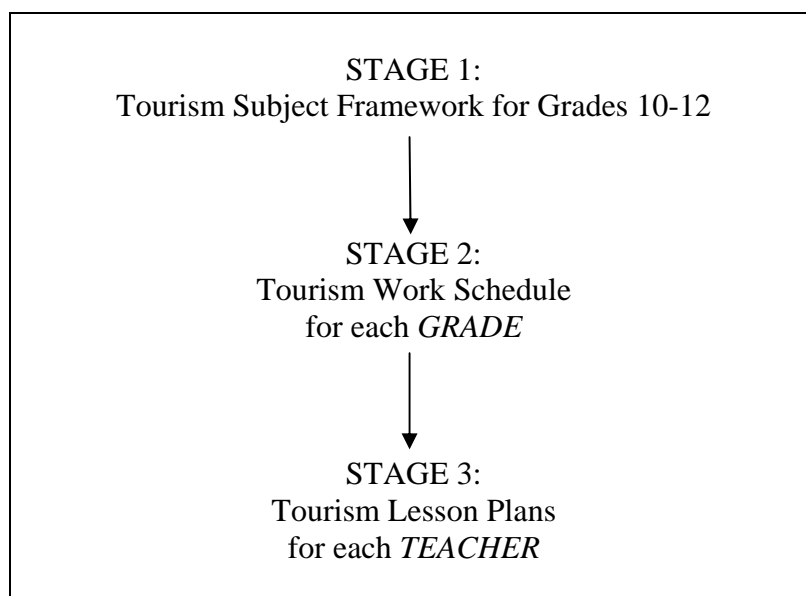
SECTION 3

DESIGNING A LEARNING PROGRAMME FOR TOURISM

3.1   INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in Tourism are achieved in a progressive manner. It is recommended that the Tourism teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression, which needs to take place across the grades (see Section 3.3.1). This will be done using the Content Framework. Thereafter, Tourism teachers teaching the same grade need to work together and draw from the content and context identified for their grade, to adapt the Work Schedule in which they indicate the sequence in which the content and context will be presented for Tourism in that particular grade (see Section 3.3.2). Finally, the individual Tourism teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Tourism is provided in the diagram below:

STAGE 1:
Tourism Subject Framework for Grades 10-12

↓

STAGE 2:
Tourism Work Schedule
for each *GRADE*

↓

STAGE 3:
Tourism Lesson Plans
for each *TEACHER*

The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Tourism Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework – refer to ANNEXURE C for the content framework for Tourism
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

3.2.1 Policies and Principles

STAGE 1 Subject Framework STAGE 2 Work Schedule STAGE 3 Lesson Plan	The various Policies that impact on curriculum implementation should be considered throughout the planning process. *NCS:* • Principles: Refer to Section 2.3 to see how Tourism supports the application of the nine principles of the NCS • Critical and Developmental Outcomes: Refer to Section 2.5 to see how Tourism supports the application of the Critical and Developmental Outcomes *Other Policies and Legislation:* • White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in Tourism • White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Tourism

3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

STAGE 1 Subject Framework	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12). Refer to Annexure C for the content framework for Tourism.
STAGE 2 Work Schedule	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
STAGE 3 Lesson Plan	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

3.2.3 Integration

Integration involves the grouping of Assessment Standards according to natural and authentic links.

STAGE 1 Subject Framework	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades.
STAGE 2 Work Schedule	The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.
STAGE 3 Lesson Plan	The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.

3.2.4   Conceptual Progression

STAGE 1 Subject Framework	The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome.
STAGE 2 Work Schedule	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule.
STAGE 3 Lesson Plan	In the individual Tourism classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

3.2.5   Time Allocation and Weighting

STAGE 1 Subject Framework	4 hours per week is allocated to Tourism in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Tourism in the three grades.
STAGE 2 Work Schedule	The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
STAGE 3 Lesson Plan	The amount of time to be spent on activities should be indicated in the Lesson Plans.

3.2.6   LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.

STAGE 1 Subject Framework	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
STAGE 2 Work Schedule	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
STAGE 3 Lesson Plan	Identify specific resources related to the individual activities contained within a Lesson Plan.

3.2.7   Assessment

All Grade 10, 11 and 12 learners are expected to complete seven internal tasks for Tourism. Of the seven tasks, two must be tests, two must be examinations and the remaining three tasks can take any form suitable to the teaching and assessment of Tourism – See Section 3 of the Subject Assessment Guidelines for Tourism.

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?

- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

Observation-based assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based** assessment focuses on assessing the presentation and application of knowledge.

STAGE 1 Subject Framework	Develop a three-year assessment plan using the Subject Assessment Guidelines for Tourism. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
STAGE 2 Work Schedule	Use the Subject Assessment Guidelines for Tourism to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
STAGE 3 Lesson Plan	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning Tourism teaching activities:
- Consider individual past experiences, learning styles and preferences;
- Develop questions and activities that are aimed at different levels of ability;
- Provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- Consider the value of individual methods ; and
- Assess learners based on individual progress.

STAGE 1 Subject Framework	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
STAGE 2 Work Schedule	• Learning styles: provide optional activities / different ways of doing same activity • Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities • Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners. • Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender. • Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.
STAGE 3 Lesson Plan	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

3.2.9   Learning and Teaching Methodology

STAGE 1 Subject Framework	It is not necessary to record Teaching Methods for either of these stages.
STAGE 2 Work Schedule	
STAGE 3 Lesson Plan	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom.

3.3   DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme for Tourism is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

3.3.1   Subject Framework (Grades 10-12) for Tourism

Planning for the teaching of Tourism in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. The content framework should inform this planning. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents, which spell out:
- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes to be covered in the three grades (see **Annexure C** for Content Framework)
- A three-year assessment plan
- The list of LTSM required

❶   **Clarify the Learning Outcomes and Assessment Standards.**

The essential question for Tourism is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Tourism Subject Statement.

❷   **Study the conceptual progression across the three grades.**

Study the Assessment Standards for Tourism across the three grades. Progression should be clearly evident across the grades.

❸   **Study the content to be taught.**

Analyse the Assessment Standards to identify the skills, knowledge and values to be addressed in each grade. Also study the Content Framework and consider the context in which the content will be taught.

❹   **Identify three-year plan of assessment.**

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards. This ensures that assessment remains an integral part of the learning and teaching process in Tourism and that learners participate in a range of assessment activities.

❺   **Identify possible LTSM (resources).**

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

3.3.2   Adapt the given Work Schedules for Tourism

This is the second phase in the design of a Learning Programme. In this phase teachers could adapt the Work Schedules for each grade. The Content Framework informs the Work Schedules. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See **Annexure D** for examples of Work Schedules.

The following steps provide guidelines on how to approach the Work Schedule per grade for Tourism:

❶   **Package the content.**

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Tourism and group these according to natural and authentic links.

❷   **Sequence the content.**

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in Tourism. Besides the conceptual progression in the Assessment Standards for Tourism, context can also be used to sequence groupings in Tourism.

❸   **Pace the content.**

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade.

❹   **Review forms of assessment.**

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

❺ **Review LTSM.**

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

3.3.3 Designing Lesson Plans for Tourism

Each grade-specific Work Schedule for TOURISM must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing Tourism.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it.

❶ **Indicate the content, context, Learning Outcomes and Assessment Standards.**

Copy this information from the Work Schedule for the particular grade.

❷ **Develop activities and select teaching method.**

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

❸ **Consider diversity.**

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge and values indicated in the grouping of Learning Outcomes and Assessment Standards.

❹ **Review assessment and LTSM.**

Indicate the details of the assessment strategy and LTSM to be used in each activity.

❺ **Allocate time.**

Give an indication of how much time will be spent on each activity in the Lesson Plan.

3.3.4 Reflection and review of the Tourism Learning Programme

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher must **reflect** on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Tourism Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

Teachers should use the reflective cycle in planning. Learning needs are usually identified before learning takes place. By monitoring and assessing the learners' progress, teachers can identify further areas that need to be developed as part of the Learning Reflective Planning Cycle:
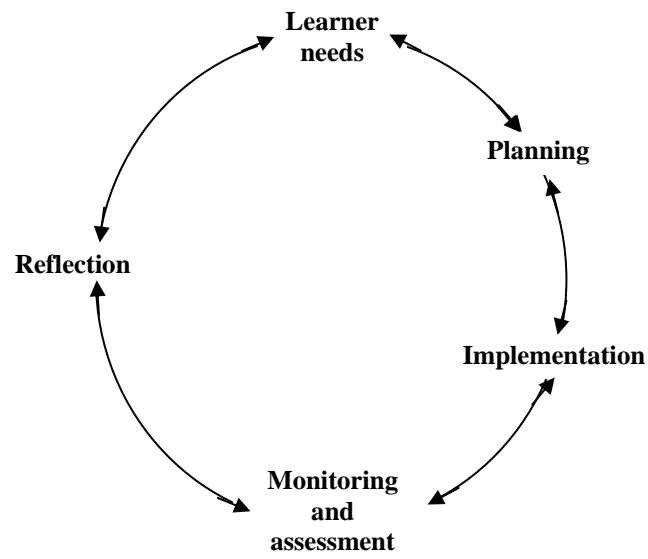
PLANNING FIELD TRIPS AND SITE VISITS
(An extract from the UNESCO education website www.unesco.org)

Visits to sites and museums
An exciting feature of Tourism education is the opportunities to bring young people out of the classroom and have them visit sites and museums in their community, the country or even abroad. For optimum impact, the visits require careful planning, effective organisation and follow-up activities.

The following practical steps can lead to a very memorable experience for both teachers and learners:

- **Preparation** - sufficient preparation is a prerequisite for a successful site visit. This involves:
  - A preparatory visit to the site by the teacher(s);
  - Liaising with teachers from many disciplines, for example History, Geography, Language and Art. The History teacher can provide information about the site throughout the ages, the Geography teacher can point out special features about the site's location and its geographical features, the Language teacher can provide special texts (literary, poetic, dramatic), the Art teacher can invite learners to draw pictures or produce scale models of the site and the tourism teacher could acquaint teachers with possible threats to the site;
  - Preparing questionnaires for before and after the visit to measure the change in learners' knowledge, attitudes, skills and behaviour about the site and its conservation. Learner activity sheets can be prepared for learners to complete during the site visit.
  - If a video recorder is available, the visit could be taped and a video programme produced to be shown afterwards to learners, parents and others;
  - Preparing learners for special types of activities, such as recreating the past, telling stories and legends about the site or making drawings of it; and
  - Planning the work that learners will be asked to do as follow-up to their visit.

- **The site visit**
  Teachers should provide for a variety of activities during the site visit, for example making drawings or taking photos, carrying out interviews with site guides or personnel or among the learners themselves, preparing an individual learner's journal of the visit and producing a video. However, the teacher should also allow for rest and recreation.

- **Follow-up to the site visit**
  The follow-up to the visit is just as important as the preparations as it to allows learners to assimilate their experience and to share it with others. Suggestions for follow-up include:
  - Discuss with your learners what they saw and learned, including what they liked most and least.
  - Propose a new research project to learners, such as how to improve the site to promote tourism while protecting it, examine possible threats to the site and eventual solutions or make proposals for young guides to help with tourist management.
  - Invite learners to make larger paintings or sculptures based on their sketches and drawings and exhibit their work.
  - Encourage learners to develop photographs taken during the visit and set up an exhibition where learners or parents can select several of the best heritage pictures and provide small prizes for the winners.

- Invite learners to write an article on their visit for a school and/or a local or national newspaper.
- Ask learners to propose other site visits.

Museum visits

Visits to museums are another important aspect of Tourism education and museum personnel can be useful partners to teachers. Museums are often the only places where evidence of a particular cultural or natural feature can be seen and studied.

For schools that are not located near a museum, other local places, local people, parents and grandparents can play instrumental roles in recalling the past and linking the past to the present.

- **Special talks during museum visits**
  Some museums are enormous and hold thousands of objects and artefacts, too many for young people to assimilate and appreciate during one visit. Teachers, therefore, can decide to focus on a particular theme or topic for the museum visit and arrange for a special guide.

- **Investigating a museum object**
  Prior to a museum visit, each learner can be given one object to observe and investigate in depth, particularly during the visit. A learner activity sheet can be given to each learner to facilitate the task. After the visit, in the classroom, the learners present their findings.

Visits to craft workshops

Some types of craft seen in museums are still being made today by craftspeople whose art has been passed down from one generation to another for decades or even centuries. By organising visits to craft workshops, learners can touch and see how traditional crafts, which they have seen in museums, are still being made today and thereby come to an understanding of the link between their identity, heritage (including World Heritage) and local crafts.

General

Teachers can make the visit an unforgettable experience for learners by inviting them to dress in traditional clothing, playing ancient or traditional music for them or inviting a special guest (as a surprise for the learners). Some sites may have an Education Officer who can assist the teacher to plan the visit. Where educational material has already been produced about the site, it can be used to prepare learners prior to the visit. The practical information a teacher needs includes: the price of admission; opening and closing hours; permission to take photographs; availability of food or snacks, souvenir shops, rest rooms, first aid and whether all the learners can be accommodated at the same time or if they should be divided into groups.

ANNEXURE B: FAMOUS WORLD SITES / ATTRACTIONS

COUNTRY	ICON / ATTRACTION
Australia	Great Barrier Reef Sydney Opera House Ayers Rock (Mt Uluru)
Brazil	Statue of Christ the Redeemer Sugarloaf Mountain Amazon Rainforest
Canada	Niagara Falls
China	The Great Wall of China Forbidden City
Egypt	The Pyramids and Sphinx
France	Eiffel Tower France Riviera Disneyland (Paris) The Louvre
Greece	Parthenon The Acropolis (Athene)
Hong Kong	Victoria Peak
India	Taj Mahal
Israel	The Dome of the Rock El- Akse Mosque Golgotha Wailing Wall
Italy	Vatican City Coliseum The Leaning Tower of Pisa The Alps Venice
Japan	Mount Fuji
Nepal	Mount Everest
Peru	Lake Titicaca Machu Picchu
Portugal	The Algarve
Poland	Auschwitz
Russia	Kremlin Red Square
Saudi Arabia	Mecca
Spain	Alcazar Castle
Southern Asia	The Himalayas
Turkey	Blue Mosque
United Kingdom	Big Ben Buckingham Palace Madame Tussauds Wimbledon Trafalgar Square White House
USA	Grand Canyon Statue of Liberty Disney World (Orlando, Florida) Empire State Building (New York) Hollywood Mount Rushmore
Venezuela	Angel Falls

SADC COUNTRY	ATTRACTION
Angola	Kissama National Park
Botswana	Okavango Delta Chobe National Park Kgalagadi Transfrontier Park Kalahari Desert The Tuli Block
Congo (DRC)	Congo River The Botanical and Zoological Gardens in Kinshasa Lake Kivu Kongo river
Lesotho	Maseru The Maluti /Drakensberg The Highlands Water Project
Madagaskar	Red Island
Mauritius	Chamarel Falls Tamarin Bay
Malawi	Zomba Plateau Lake Malawi Kasungu National Park
Mozambique	Cabora Bassa (Tete) Inhaca Island Bazaruto Archipelago Chapel of Sao Paulo Mozambique Island (Ilha de Mocambique)
Namibia	Fish River Canyon Etosha National Park Namib Desert
Seychelles	Silhouette Island Bird Island
South Africa	Table Mountain Soweto Garden Route Kruger National Park Cradle of Humankind /Mapungubwe Robben Island St Lucia Wetland Park UKhahlamba-Drakensberg Park
Swaziland	Hlane Royal National Park Royal Swazi Sun Hotel
Tanzania	Mount Kilimanjaro Serengeti National Park Ngorongoro Crater Zanzibar Pemba Island
Zambia	Victoria falls and Zambezi River Livingstone – *Adventure Capital of Africa* Lake Kariba Lake Tanganyika Kafue National Park
Zimbabwe	Victoria Falls Hangwe National Park Lake Kariba The Great Ruins

ANNEXURE C: CONTENT FRAMEWORK FOR TOURISM

Learning Outcome 1: Tourism as an interrelated system
The learner is able to evaluate the tourism industry as an interrelated system.

The focus of this learning outcome is to provide learners with an understanding and knowledge of the impact of the interdependence of the various sectors, sub-sectors and role players in the tourism industry. The knowledge, skills and values gained will provide learners with an understanding of the potential role they could play in the tourism industry, even if not directly involved in it, and / or assist them to make an informed career choice.

AS	Grade 10	Grade 11	Grade 12
1.1	Demonstrate an understanding of o **The concepts 'tourism' and 'tourist'** o **The reasons why people travel** o **The sectors, sub-sectors and role players in the tourism industry (e.g. role-players in the tourism distribution channel, support services, marketing agencies, policy makers)** o **Services and products offered by the various sectors**	Analyse the interdependence and interrelationship between the sectors, sub-sectors and role-players, and their impact on service delivery.	Evaluate and report on the impact that the provision of service excellence has on economic growth and community development in the country, and make recommendations for improvement.
Content	**Tourism concepts:** Various recognised definitions of the concepts 'tourist' and 'tourism' (For example publications from WTO, White Paper on the Development of Tourism in South Africa May 1996). Verbatim definitions are not required; however, it is important that learners include the key elements of the definitions in their explanations. **The reasons why people travel.** **The broad sectors in the tourism industry:** Travel, Hospitality, Attraction (Gaming and Lotteries, Leisure, Conservation, Sport and Recreation). The **services and products offered by each:** Travel Sector: Travel-organising and transport. • Travel organising – tour operators, travel agents, conference organisers, incentive travel organisers • Transport sector – airlines, railways, sea/shipping/cruising operators, ferries, bus/coach operators, car rental operators, shuttle services and taxis. Other types available for tourists, e.g. rickshaws, mountain bikes and donkeys Hospitality Sector: Providing accommodation and meals. • Hotels, guest houses, bed and breakfast, motels, game lodges, farm houses, villas, houses, apartments, time share, caravan and camping sites, conference and exhibition centres, back-packers, cruise-ships, tents, self-catering accommodation	The concepts 'i**nterdependence**' and **interrelationship** • The difference between good and poor service • How services delivered in one sector impact on services delivered in another sector. The **consequences** of • Excellent **service delivery** • Poor service delivery • Lack of service / no service delivery The impact of service delivery on business, in the tourism industry and on South Africa as a whole.	The concept '**service**' and the following components within 'service': The product / service • The procedure or way in which the product / service is offered and • The co-operation received from the dealer service provider The concepts '**economic growth**' and '**community development**'. • The impact of service excellence on economic growth and community development in the country. • The term 'Gross Domestic Product' (GDP). • Links should be made to 'Gross Domestic Product' (GDP) growth and benefits to the South African economy. **Recommendations for improvement of service delivery.**

	Attraction sector • Leisure • Sport and Recreation • Conservation • Gaming and Lotteries Types of attractions (natural & man-made) - theme parks e.g. V&A Waterfront, Gold Reef City, museums, national parks and nature reserves, botanical gardens, heritage sites, cultural destinations, tourist routes etc **Role-players in the tourism industry** • Marketing agencies– travel agents, tourist guiding, travel insurance and finance, industry associations (give relevant examples), travel trade press, travel publication suppliers, brochures, travel manuals, timetables etc. • Industrial and Commercial Sector – souvenir shops, restaurants, fast food outlets and take-aways, manufacturers of goods for the tourist trade, informal business services • Auxiliary services – airports, consulates and embassies • Policy makers – Government: Dept of Health, Dept of Tourism and Environmental Affairs, Department of Foreign Affairs, Department of Safety and Security • Support services – national tourism offices, regional and provincial tourism offices, destination tourist bureau, and independent destination developers. • Sectional organisations e.g. TBSA, SATSA, FEDHASA, THETA, ASATA. • Role players in the tourism distribution channel (suppliers, intermediaries, consumers). The main function served by each sub sector, the services and/or products offered by each sub-sector and the type of tourist that is likely to utilise the various services and/or products. For example: The main function of the hospitality sector is to provide accommodation. Different sub-sectors in the hospitality sector provide different services and facilities. Resort hotels normally offer a full meal service, baby sitting/child entertainment facilities, a beauty salon, gymnasium and entertainment facilities.		
1.2	**Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors**	**Discuss ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country**	**Discuss government's strategy with regard to redressing past imbalances in tourism participation**
Content	**The different types of tourists.** The sector or sub-sector (services and /or products) that may	The benefits of tourism for the economy, the people and the environment (broadly described)	The majority of South Africans have been **excluded from tourism** from both an ownership and consumption point

	be utilised by each type of tourist (tourist path). Include the following types of tourists and the reasons why they travel. **Match their needs** with the services and products provided by the various sectors and sub-sectors, for example: • *Leisure - those pursuing personal or special interests e.g. holiday travellers, history, adventure* • *Adventure – abseiling, bungi jumping, river rafting, kloofing* • *Business - people attending meetings, visiting other branches of the company, conferences, incentive travellers, visiting exhibitions* • *Sport and Recreation – sport participants, spectators, coaches, journalists, medical teams* • *Political – royal weddings, state funerals, trade agreements, promoting the country* • *Health and medical – those travelling to heal a condition (operation in another city/country), visit spas and health spas, or those travelling to different climates for medical reasons* • *VFR – people Visiting Friends and Relatives in other parts of South Africa or in other countries* • *Religion – visiting religious destinations around the world e.g. holy pilgrimages, (Haj, Easter festivals), religious events* • *Cultural tourists – e.g. attending cultural festivals, events and performances* • *Education tourists- travel to attend a college, school or university* • *Eco-tourists – experiencing and learning about the natural environment e.g. visiting the Cradle of Humankind.* • *Special interest tourists (SIT) – travel to a destination for specific reasons e.g. to watch birds or whales, go on special hiking routes, visit a heritage sites*	What is **domestic tourism**? • Reasons to focus on the domestic market. • Domestic travel market segments. • Strategies to promote domestic tourism and making tourism **accessible to all South Africans** (including marketing and basic marketing principles). **Benefits of domestic tourism for the country.** • See the White Paper on the Development of Tourism in South Africa, the Domestic Tourism Growth Strategy, and other publications generated by SA Tourism and local tourism authorities.	of view and it is important that this trend be reversed. Identify the lack of opportunities in tourism which existed in the past and how these are being addressed and rectified (Analysis of the White Paper on the Development of Tourism in South Africa) The **government's strategy with regard to redressing** past imbalances in tourism participation. Refer to the following documents and programmes • White Paper on the Development of Tourism in South Afr • Domestic Tourism Growth strategy of the DEAT • The DEAT `s Tourism Community Road Show • The Black Economic Empowerment (BEE) Charter and score card • Tourism Enterprise Programme (TEP) • Fair Trade in Tourism South Africa (FTTSA
1.3	**Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services.**	**Investigate and identify the knowledge, skills and values required to function successfully within the tourism industry**	**Investigate and report on the working conditions, opportunities for further development and code of conduct in a chosen field.**
Content	**Job and career opportunities** available in the different tourism sectors, sub-sectors and related services. Refer also to **entrepreneurial opportunities**.	• Learners to identify **own potential role in the industry.** They could complete a self-assessment exercise to determine whether they have the requirements and inherent qualities to work in a particular sector. Part of the exercise should include the identification of gaps and ways to fill these gaps.	**Career opportunities, career paths and opportunities for further development in the tourism industry.** (Information could be assessed from Life Orientation teachers/counsellors, existing publications, local career centres, the Internet, etc.) **Working conditions in the tourism industry:** • The working conditions in each sub-sector of the

| | | Field trips to a range of sites should be arranged and learners should be asked to assess each site against a set of criteria. The criteria and assessment findings could be used to determine the feasibility of a tourism venture in the learner's own community. This would enable learners to identify entrepreneurial activities in their own area. (Combine with 11.2.1 and 12.2.3) | tourism industry, including working hours, uniform allowances, travel benefits, professional accountability and responsibility, service ethic, conflict handling, grievance, etc.
• Refer to the Dept of labour: Basic Conditions of Employment Act (www.labour.gov.za)
• The purpose and value of a **Code of Conduct.** Use an example of an existing code (*e.g. the Code of Conduct in place for schools / doctors / nurses*). |

Learning Outcome 2: Sustainable tourism
The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.

This learning outcome has been designed to develop knowledge, skills and values of learners towards the environment in which they live, both socially and ecologically, and the existing infrastructure so as to explore the tourism potential within their communities. Focusing learner's attention on the country's icons, symbols and heritage instils national pride. Learners also explore entrepreneurial opportunities, utilising indigenous knowledge where applicable.

AS	Grade 10	Grade 11	Grade 12
2.1	**Demonstrate an understanding of the concepts 'environment', 'eco-tourism' and 'sustainable and responsible' tourism.**	**Evaluate the environmental components present in the local community that are indicative of tourism potential.**	**Evaluate environmental, social and economic factors impacting on sustainable and responsible tourism development.**
Content	• Unpack the concepts '**eco-tourism**', '**environment**' and '**sustainable and responsible tourism**'. • Elements that contribute towards making an area an eco-friendly tourist destination/site. • How tourism will benefit from good environmental practices. • Information could be obtained from the Dept of Environmental Affairs and Tourism (www.deat.gov.za)	• The following could be **rated for tourism potential**: • Tourist attractions in the local community (places, buildings / areas) • Community activities taking place there • Cultures present in the local community • Already existing businesses and sites in the local community and the environment that could support tourism • Natural attractions and nature reserves in their areas that have not yet attained their full tourism potential • Field trips to tourist areas and existing tourism businesses in the community and elsewhere would be invaluable in assisting learners to determine tourism potential. • Stakeholders in the community. • Criteria for successful tourist attractions.	**Environmental factors** - the physical environment **Social factors** - the role of the local community **Economic factors** - the role of business • The role of local government - legislation and law enforcement • Types of resources integral to sustainable and responsible tourism.
2.2	**Examine the role of the community in protecting the environment**	**Draft an implementation plan to upgrade the local environment.**	**Investigate and report on strategies that are in place globally to protect the environment.**
Content	• How the local community can be involved in **protecting the environment** • The benefits that can be achieved.	Identify **scarce and sensitive resources in the local community.** • Determine how these resources can be protected, upgraded and maintained.	An awareness of approaches to, and **strategies that are in** place globally to protect the environment. Source information from international agencies responsible for protecting and restoring the environment. News reports, articles in magazines and relevant television broadcasts

		• Rate them for tourism potential, e.g. what can be done with an old church, old house, natural area, reserve, etc. (refer to 11.2.4) **Draft an implementation plan to upgrade and maintain the local environment** and include: • Reasons to protect and upgrade - objectives • Identify and involve stakeholders. • Implications for stakeholders. • Do a SWOT (Strengths, Weaknesses. • Opportunities and Threats) analysis of the site. • Recommendations for improvement – action plan • Recommendations for maintaining. • Learners should know how to develop, organise and motivate an implementation plan, by following a structured approach. Emphasis should be on the environment, not a tourism product.	could be used. Examples: • The World Heritage Convention, (1972); • The World Summit on Sustainable Development (2002); • The Ramsar Convention on Wetlands (1975) • UNESCO's Man and Biosphere Programme (MAB) • WWF- World Wildlife Fund • The Kyoto Protocol Sustainable tourism: • Community involvement • Community benefits and partnerships • Respect for the integrity of communities • National involvement in international organisations that develop strategies to protect the environment (e.g. protection of endangered species and sites, legislation, the World Summit on Sustainable Development)
2.3		**Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for improvement.**	**Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these.**
Content		• The concept '**infrastructure**'. • Infrastructure necessary to support tourism (transport, water supply, electricity, sewerage, telecommunications, etc.) • Other utilities necessary to serve tourists, e.g. accommodation, restaurants, banks/ATM facilities. • Investigate and evaluate available infrastructure in the local community required to support tourists to the local area. Identify the gaps in existing 'infrastructure' and make recommendations for improvement to support tourism to the area. (SWOT Analysis) • Superstructure of the region supporting local infrastructure.	• Explore available and possible **local tourism products or services** that have potential to develop into a unique tourism venture. • Suggest ways to **market these** and develop a basic marketing plan • Products refer to manufactured items, e.g. crafts, toys, jewellery, beadwork and clothing as well as to services provided, for example transport, laundry and tourist guiding services. • The importance of a sensitive and affordable pricing structure when developing a marketing strategy. • Ways to measure the effectiveness of promotional expenditure to determine whether the investment made has brought in a return.
2.4	**Demonstrate an understanding of the concepts 'heritage' and 'world heritage site' and discuss criteria for the declaration of a world heritage site.**	**Explore local heritage sites of significance and explain why these sites are significant.**	**Explain how diversity and heritage are used to market and promote inbound and domestic tourism.**
Content	• The concepts '**heritage**' and '**heritage sites**'. • Components that form part of 'heritage'. 'Heritage' includes man-made attractions, natural attractions, culture or anything that has a link with some past event or person. Distinguish between man-made and natural attractions.	• Identify existing **local heritage sites** of significance and explain why the sites are significant and should be protected and preserved. (Local heritage refer to heritage sites within the province, and can be e.g. architectural, geological, of exceptional bio- diversity, cultural, etc.) • Local places, local people, parents and grandparents can	**Diversity and heritage in South Africa** and its impact on **promoting inbound and domestic tourism**: Define diversity. • Diversity in South Africa is celebrated and is used to promote inbound and domestic tourism. • The differences between the various cultures and

	• **South African world heritage sites**, and their location (identify on a map).
	• The meaning and value of heritage.
	• The importance and value of conserving heritage for future generations. The advantages and threats of mass tourism to World Heritage sites.
	• Include a visit to a heritage site and evaluate its potential.
	• World Heritage conservation involves many challenges, for example *the decision to add new sites to the World Heritage List, the choice of different preservation materials and methods, development (demolition of old houses, development of tourism, building of new roads,) conservation and management planning*
	• Criteria for the declaration of a world heritage site.
	• Information on existing world heritage sites and criteria for declaration can be accessed from UNESCO (website or by mail) and from local tourism authorities.
		play instrumental roles in recalling the past and linking the past to the present.
		• South African Heritage Bodies: SAHRA (South African Heritage Resource Agency)
			heritage found in South Africa.
			• The value of each culture and its contribution towards the 'rainbow nation' and its saleability.
			  o San and Khoi
			  o Various black cultures
			  o Indian
			  o Coloured
			  o Malay
			  o White (English / Afrikaans,)
			  o Minority groups (Jews, Chinese, German, Lebanese, Portuguese, Greek.)
			• Distinguish between and discuss each culture in terms of:
			  o Festivals;
			  o Folklore;
			  o Dress;
			  o Tradition;
			  o Food;
			  o History;
			  o Housing;
			  o Religious and other belief systems

Learning outcome 3: Tourism geography, attractions and travel trends

The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events / occurrences have on a destination.

This learning outcome enables learners to analyse and critically evaluate geographical information from a variety of sources to locate destinations, determine the reasons why tourists choose particular destinations, and provide advice to tourists to assist them to meet their needs. Learners will interpret statistics related to travel trends and explore the impact of major tourism events, world affairs and unforeseen occurrences on travel trends. They will understand that tourists visiting an area contribute directly to economic growth and job creation, thus contributing towards community improvement.

	Grade 10	Grade 11	Grade 12
3.1	**Apply map-reading skills to identify and locate physical features, borders, landmarks and so on for use in a tourism context.**	**Explain why specific attractions and/or physical features are regarded as icons and determine their location globally**	**Demonstrate an understanding of time zones and daylight saving time and describe the impact that this has on travel planning and travelling**

Content	• Reinforce knowledge acquired in the GET phase regarding **map terminology and map symbols** such as scale, direction, time zones, latitude, longitude, Greenwich meridian (Greenwich mean time-GMT)/Universal Time Co-ordinate (UTC), and geographical definitions.
	• Identify and locate physical features, borders and landmarks for use in a tourism context.
		• The meaning of the term '**famous world icons'**, referring specifically to tourist attractions synonymous with the country or city where they are located, for example
		  o Eiffel Tower – Paris – France
		  o Pyramids – Egypt
		• Reasons why these attractions and / or physical features are regarded as icons and became world famous
			The 24-hour clock
			The **world time zones**
			• Map of the 'world time zones'. *(Refer to the map in telephone directories)* The world has different time zones that change by 1 hour (approximately) every 15° of longitude. Countries are located on different time zones. This needs to be taken into consideration when travelling between countries in different time zones. Learners must be able to make these calculations.

	• **Different types of maps** should be used to source information, such as
	  o General reference maps
	  o Road and street maps
	  o Political maps
	  o Physical maps
	  o Specialist maps (reflecting climate, airports, railways and ferries, etc.)
	  o Tourist information maps (national parks, , world heritage sites, tourist attractions in specific areas, hiking trails, rambles, etc.)
	• Locate continents, seas, oceans, countries, states, provinces, major mountains/ mountain ranges, the longest rivers, significant lakes, and deserts on a map of the world
	• Describe a place in relation to its neighbours and its location on the globe.
	• Describe the place in a tourism context, e.g. for a cultural tourist – Shakaland, a cultural village depicting the Zulu lifestyle, is situated north of Durban in KwaZulu-Natal.
		• Their location (country, city / area, identify on a map)
		• The nature of this icon. (Natural / man-made)
		• Learners should be able to recognize these famous icons and give a brief description.
		• List of icons attached as Annexure B
			• The impact of time zones on travel planning and travelling
			• Daylight saving time: Reasons for the application of this practice.
			• The impact of daylight saving time on travel planning and travelling.

3.2	**Interpret distance tables to determine distances between South Africa's major cities**	**Determine the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules**	**Source information and develop a tour plan to match different tourist profiles**

Content	Determine distances between South Africa's major cities by using **distance tables**	• The meaning of the term 'gateway'.
		• The **transport services operating between South Africa's major cities and gateways**, e.g. airline, bus, train, car-rentals, etc.
		• Interpret a variety of domestic transport timetables/schedules (e.g. airline, bus, train)
		• Reasons why some modes of transport are more costly than others.
		• Reasons why timetables and prices change on a regular basis, e.g. peak tourist seasons.
			Background knowledge from grade 10 and 11 is essential for developing a tour plan. Refer back to applicable Assessment Standards in grade 10 and 11. Extension work is recommended.)
			• How to **develop tour plans to suit the specific tourists' profiles.**
			• The term 'tour plan' refers to a general itinerary. The plan should make provision for the following:
			  o The tourist's available budget and time
			  o Costing of the tour (This is necessary to match tourists' profiles and budget)
			  o Places of interest and activities in the area
			  o Available modes of transport and accommodation to suit customers' needs and preferences
			  o Day-by-day itinerary (description of activities, including stops for meals, shopping, leisure time, etc.)
			  o Relevant information supplied to the tourists e.g. health and safety, passport and visa requirements, customs regulations, weather and clothing, travel insurance, foreign exchange and exchange rates.

			Refer to 12.3.3
			• Resources such as the GSA magazine, brochures, websites of service providers, etc. should be used to obtain information. Fictitious information should not be allowed. Proof of the source of the information should be supplied
3.3	**Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region**	**Analyse, evaluate and report on each SADC country as a tourist destination in terms of:** • **Accessibility** • **Infrastructure** • **Main attractions and/or tourist activities**	**Access information to advise tourists travelling between countries about the following:** • **Health and safety** • **Travel entry documents and regulations** • **Customs requirements**

Content	The **Southern African Development Community (SADC)**
	• Name these countries and identify their location and capital cities on a map.
	• The meaning of the term "supporting role".
	• South Africa's role of supporting tourism in the SADC region.
	• Examples of what could be done to facilitate this role.
	• Information could be obtained from The Regional Tourism Organisation of Southern Africa (RETOSA)
		The Southern African Development Community (SADC)
		Knowledge about each SADC country in terms of the following:
		• Location (refer to 10.3.3)
		• Accessibility from South Africa by air, road or bus
		• Infrastructure available for tourists, e.g. airports, roads, accommodation and banking facilities
		• The elements that attract tourists.
		• Tourist attractions / activities (choose only the well-known attractions for each country, e.g. the Okavango Delta is synonymous with Botswana.)
		• Health and safety risks for tourists
			Health:
			• Precautions to be taken when travelling to a destination to prevent for example*, malaria, bilharzia and cholera.*
			• Vaccinations required to enter / leave areas of high risk, for example yellow fever, hepatitis.
			• Vaccinations are given by licensed authorities and are confirmed by certificates mandated by the World Health Organisation (WHO).
			Safety:
			• Advice to tourists visiting areas of high risk.
			• Recommended precautions, for example:
			  o Notices in hotels warning against walking alone in certain areas after dark
			  o Understanding instructions in the event of an emergency if guests are required to evacuate the building
			  o Warnings about carrying valuables around, leaving valuables on car seats etc.
			  o Driving safely and responsibly
			• Safe and responsible behaviour when interacting with tourists visiting the local area – this is necessary to protect the tourist, their revenue sources, the image of the area/country etc.
			• Access and interpret relevant information, for example use the GSA Travel Agents' Sales Guide, Internet, WHO publications.
			Travel documents required visiting a given country.
			• Valid passport, visa and health certificate (cholera and yellow fever).
			• Completion of a passport application and an example of a visa form.
			• The procedures to be followed when applying for a passport and/or visa.
			• Validity of travel documents, for example certain

			countries require that the tourist's passport be valid for three months after returning to the home country. This type of information can be accessed in the GSA Travel Agents' Sales Guide. **Customs requirements**: • Awareness of the regulations when departing from or arriving in a country. Access and interpret information. The GSA Travel Agents' Sales Guide may serve as a reference.
3.4	**Analyse and report on tourism arrival statistics to determine:** • **Foreign market share** • **Length of stay in each province** • **Average expenditure per province**	**Determine the reason why tourists visit each province and suggest ways of marketing a new tourist development in the region**	**Discuss the role of SA Tourism in marketing South Africa and the importance of maintaining a balance between new and existing markets**

Content	**Tourism arrival statistics** to determine
	• Foreign market share
	• Length of stay in each province
	• Average expenditure per tourist
	Arrival and departure statistics could be accessed from a variety of sources, for example the internet, Stats SA, South African Tourism, travel journals and magazines, Provincial Tourism Authorities etc
		• The **reasons why tourists visit each South African Province.** Analyse statistics about the length of stay and provincial distribution of tourists (refer to 10.3.4)
		• An in-depth study of each province and the elements that attract tourists to that area. The most frequented tourist areas and tourist attractions and in the province. (Include National Heritage sites, festivals, tourist routes and trails.) Classify the information about each province as follows:
		  o Location – identify on map
		  o The nature of the attraction
		  o Types of tourists likely to visit
		  o Accessibility in terms of transport.
		  o Potential tourist activities
		• Ways of marketing a new tourist development in the region, taking into consideration
		Product, price, promotion and place (These are the basic components of a marketing mix.)
		• Identify the target market and develop a
		  o Marketing strategy.
		  o Propose possible marketing strategies such as brochures, flyers, advertisements
			• Refer to 10.3.4 (Tourism arrival statistics to determine foreign market share) Determine existing markets
			• Analyse existing markets: Countries of origin, types of tourists and their interests.
			• Ways in which **SA Tourism** targets particular Tourism markets.
			• The criteria used to select new target markets.
			• How SA Tourism continues to maintain its market share of existing markets.

3.5	**Discuss the value that foreign exchange adds to the economy**	**Examine the buying power of the South African rand in relation to other currencies and its effect on tourism**	**Apply numeracy skills to convert major foreign currencies into South African rand and vice versa**
Content	• The concept '**foreign exchange'** and '**foreign exchange rate'** • How does foreign exchange add value to an economy, and more specifically to the South Africa economy? • How does money spent by tourists benefit local people? (Directly and indirectly)	• The concepts 'exchange rate', 'foreign currencies' and 'fluctuation' (refer to 10 3.5) • Convert the major currencies to South African Rand and convert South African Rand into a selected currency (calculate), to be able to understand the buying power of different currencies.	• Convert the major currencies to South African Rand and convert South African Rand into a selected currency. (calculations) • A different rate of exchange applies to different transactions i.e. Bank Selling Rate (BSR) is used when people buy foreign currency from a bank or foreign exchange dealer and Bank Buying Rate (BBR) is used

	• The multiplier effect, e.g. the construction industry may grow and jobs could be created if the demand for hotels increases, the agricultural sector may grow as the need to feed additional tourists increases. • The direct effect of foreign exchange rates on exports and imports in a tourism context.	• The effect of exchange rates on the international tourism, effecting both inbound and outbound tourists. Focus on the travel patterns of South Africans travelling to first-world countries • Fluctuations in exchange rates	when the tourist exchanges foreign currency for SA Rand. (Calculators may be used). • Fluctuations in exchange rates (refer to 11.3.5)
3.6	**Demonstrate an understanding of the concepts 'global event', 'political situation' and 'unforeseen occurrences'**	**Explain the benefits of hosting a global event within a tourism context**	**Research current affairs and recent political situations on a global scale and evaluate the impact these have on tourism trends**

Content	• The **effect of global events, political situations and unforeseen circumstances on tourism:**
	• The concepts 'global event', 'political situation' and 'unforeseen circumstances".
	• Examples of global events of international significance, e.g. World Summit on Sustainable Development, World Soccer/Cricket/Rugby Cup.
	• Recent political situations (e.g. the war in Iraq) and unforeseen occurrences (e.g. the tsunami in South East Asia) that could impact on tourism. Information could be accessed from the media.
		• The benefits of hosting a global event within a tourism context (NCS)
		• The **positive and negative impacts of global events on the economy:**
		  o Job creation
		  o Development in infra-structural services
		  o The multiplier effect (The impact of tourism
		  o is greater than the initial expenditure by visitors)
		  o Investment
		  o Upliftment of communities
		  o Foreign exchange income
		  o Goodwill
		  o Utilisation of resources
		  o Effect on local environment
		  o The various stakeholders and departments involved in organising a global event.
			• Research current affairs and recent political situations on a global scale. Source information from a variety of sources e.g. the Internet, newspapers and magazines.
			• **The impact and/or potential impact of current or recent political situations on tourism**, e.g. political unrest could result in tourist cancellations worth billions in foreign currency, suppliers (hotels, airlines, etc.) could lose business and in the worst-case scenario, the industry in the affected country could collapse.
			• Current affairs refer to events that may have a short or long term, direct or indirect impact on tourism, e.g. floods could result in a water shortage, outbreak of diseases (cholera), damage to infrastructure (affecting accessibility).

Learning Outcome 4: Customer Care and Communication

The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.

The primary focus of this learning outcome is to enable learners to understand and apply communication and problem-solving skills to facilitate excellent service delivery. Learners will gain knowledge of the importance of co-operation and function as members of a team.

	Grade 10	Grade 11	Grade 12
4.1	**Demonstrate an understanding of the impact of perception on effective communication and business profitability**	**Demonstrate ways to interact effectively in a diverse environment to ensure consumer satisfaction.**	**Describe the relevant aspects and cultural needs of tourists who visit South Africa**
Content	• The concepts '**perception'** and '**stereotyping'**. • Stereotyping or labelling people as a direct result of preconceived perceptions. • The influence of preconceived perception on effective communication. • The concept 'effective communication' and why this is essential for good customer relations	• Define cultural and other diversities. Culture includes language, beliefs, religion, customs, knowledge, values, behaviours, tradition, etc. • Cultural and other diversities, the need to respect other people's beliefs and customs • The **influence of diversity on the tourism industry:** The need to respect traditions, customs and behaviour	• Identify **South Africa's major inbound tourism markets,** taking current trends into account (link to 12.3.4). • Different expectations and cultural and other needs of each of these markets. • Ways in which businesses in the tourism industry should adapt their own behaviour to meet these needs.

	• The impact of perception / labelling / stereotyping on business profitability, e.g. a tourist who is casually dressed, might be mistakenly taken for a budget tourist, whereas the tourist may in fact be looking for 5 star accommodation – the perception is based purely on a visual assessment and has no factual basis.	that are acceptable in a global environment. Customs and traditions of local and overseas cultures could be used to illustrate this, for example in some cultures a lack of eye contact is a sign of respect whilst other cultures perceive this as disrespectful. • Ways to ensure effective interactions between cultures. • Acceptable behaviour in a business environment.	• Overseas as well as African markets should be considered
4.2		**Describe the correct procedures to follow when dealing with different types of customer complaints**	**Describe ways and recommend alternative methods to obtain customer feedback, and analyse findings to confirm customer satisfaction**
Content		• Correct procedures to follow when dealing with **customer complaints**. • The importance of dealing with complaints promptly. • Complaints may be received in different ways, for example *a* comment of dissatisfaction, verbal abuse, and a formal written complaint. Discuss the most effective way of dealing with each type of complaint. • See a complaint as an opportunity to improve a situation. Exchange constructive criticism and handle criticism in a mature manner.	• The **impact of the service delivered** by an organisation on its business profitability. • The different expectations of different customers. • Methods to measure customer satisfaction, and obtain customer feedback. (Surveys, questionnaires, follow up calls, etc.) • Methods to analyse the findings to determine the extent of customer satisfaction. • Reasons why service differs from one organisation to another.
4.3	**Recognise what compromises service and explain the importance and value of providing quality service**	**Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts**	**Understand own contribution towards achieving service excellence and develop different strategies to achieve and maintain quality service**
Content	• Components making up '**service**': • The product/service • The procedure or way in which it is offered • The co-operation received from the dealer / service provider. • The attitude of the service provider • Quality service implies that the customer's needs are being met and that "value added" services are provided, e.g. a tour to a museum might include drinks, snacks and purchase of memorabilia. • The direct benefits of providing quality service to a business (increased numbers of customers, higher income). Link to 'Gross Domestic Product' (GDP) growth and benefits to the South African economy.	• **Professional image** includes: • Own image • The image of the company • The image of employees and colleagues. • Factors influencing the image which a company projects, such as uniform, logos, stationery, policies and procedures. • A variety of strategies to present a professional image in a variety of tourism contexts • How to maintain a professional image, e.g. striving towards punctuality, dressing neatly and practising good hygiene and effective communication.	• Ways in which **own actions contribute towards service excellence**, e.g. if an individual fails to perform a job, it will affect his/her colleagues, the customer and ultimately the organisation – in the same way that poor service/non delivery in one sector affects another sector (11.1.1). • Strategies to achieve and maintain quality service, e.g. performance management, quality control checks, customer surveys and team reviews.
4.4	**Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals**	**Function as a member of a team in order to achieve team goals**	**Review the effectiveness of own participation in the team and report on how teamwork supports the delivery of quality service**
Content	• Factors that constitute a team within the learning environment. • The need for **effective teamwork** to achieve goals: In	• Reasons for **teamwork**: To achieve common / team goal. • Stages in group behaviour	• Review the effectiveness of **own participation in teamwork** and how own contribution or lack of contribution impacts on a team, a business and

	order to achieve a common goal the team should set specific, measurable, achievable, realistic objectives within agreed time frames. • Each member of the team should be assigned specific roles and responsibilities to ensure that the goal is achieved. • Teams could fragment for a variety of reasons, for example different expectations, abilities, attitudes and personalities.	• Challenge for group members to find their place in the team. • How to function as a member of a team to achieve team goals. (Rules and procedures for successful *team* work) • How to improve teamwork.	profitability. • Determine own strengths and weaknesses in teamwork. • Ways in which the use of strengths in a team environment supports the achievement of goals and quality service.
4.5	**Determine the various types of equipment and technology used to communicate in a business environment**	**Select the most appropriate method to communicate in a variety of contexts**	**Apply available technology to communicate**
Content	• The **various types of equipment and technology,** e.g. telephone, fax machine, photocopying machine and computer. • The function of each. (Include email and video conferencing) • The advantages and disadvantages of each.	**Communication** includes verbal, non-verbal and written communication. • Verbal communication includes: correct use of language, ability to articulate, voice tone/pitch/speed, microphone techniques etc. Professional use of the telephone, including conference calls and video conferencing. • Non-verbal communication includes body language, eye contact, pictorials, dress code etc. • Written communication includes taking telephone messages, drafting business letters, memorandums, faxes, reports etc. • Selection and use of the correct equipment and technology to communicate in a range of situations. Refer to 10.4.5. Evaluate in a particular context, for a particular purpose and for a specific audience. • The importance of adopting the correct tone and register when communicating, e.g. formal for a business letter or message, casual and relaxed when communicating orally on the cell phone.	• Learners should have access to available **equipment and technology to communicate**. To achieve this, equipment and technology in the school environment should be used, e.g. computer, facsimile machine, photocopier. • Where there is access to businesses learners should be encouraged to make use of those facilities.

ANNEXURE D: EXAMPLES OF WORK SCHEDULES FOR TOURISM

GRADE 10

Note:
- Daily assessment need not be indicated in the work schedule
- Use this work schedule together with the Content Framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1 (11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Suggestions for Assessment
Week 1 - 2		10.1.1 10.1.2	The concepts 'tourism' and 'tourist' Reasons why people travel Different types of tourists	• Various definitions of the concepts 'tourists' and 'tourism' • The reasons why people travel • The different types of tourists	• Textbooks • Tourism White Paper • WTO	Daily: • Class discussion • Small group discussion
Week 3 - 4		10.1.1 10.1.2	Sectors and sub-sectors in the tourism industry. The services and products offered by each sector/sub-sector. Matching the needs of different types of tourists	Hospitality sector • Main functions (accommodation and meals) • Services and products offered by the different types of hospitality establishments • Types of tourists utilising these products / services	• Textbooks • GSA travel magazine • Various tourism magazines, e.g. 'Getaway' • Brochures and advertisements • Local tourist information centres	**PAT: Choose any art festival, e.g. KKNK, Grahams Town, or any other festival in your region. You are employed by the organizers of the festival. Develop an information booklet to market the festival. Phase 1: Information on all types of ACOMMODATION and TRANSPORT available for tourists visiting the festival**
Week 5 - 6		10.1.1 10.1.2	As above	Travel sector • Main functions (travel-organising and transport) • Services and products offered • Types of tourists utilising these products / services	• Textbooks • Travel agents • Car-hire companies • Field trip to an airport, going onto an airplane	Daily: • Worksheets on the different modes of travel • Report on airport visit **PAT Hand in phase 1**
Week 7 - 8		10.1.1	Role players in the tourism industry	Main function of each of the role-players, and the type of tourists that would utilise them • Marketing agencies • Industrial and commercial sector • Auxiliary services	• Textbooks • The Internet	**PoA: Task for term 1: Develop your own puzzle to demonstrate the uniqueness of South Africa. Indicate the natural beauty of South Africa, sunny climate, indigenous**

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
				• Policy makers • Support services • Sectional organisations		**cultures, big five, blue flag beaches, wine routes, heritage sites (including political -), world heritage sites, flowers, festivals, unique sport events.** **PoA: Test for term 1**

Week 9 - 11		10.1.1
		
		10.1.2
			Sectors and sub-sectors in the tourism industry. The services and products offered by each sector/sub-sector.
			Matching the needs of different types of tourists
				Attraction sector:
				• Types of attractions
				• Sub-sectors
				  o Leisure
				  o Sport and recreation
				  o Conservation
				  o Gaming and lotteries
				• Main functions of each sub-sector
				• Services and products offered by each sub-sector
				• Types of tourists utilising these products / services
					• Textbooks
					• Tourist Guides
					• Literature on tourist attractions in South Africa
					• www.satourism.net
					• www.southafrica.net
						PoA: Hand in task for term 1
						
						Start with PAT phase 2. See term 2

TERM 2 (10 weeks)

Time Frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 - 3		10.3.1 10.3.2	Apply map reading skills to identify and locate physical features, borders, landmarks and so on for use in tourism context Interpret distance tables to determine distances between South Africa's major cities	• Map reading skills • Different types of maps • Locate continents, seas, oceans, countries, states, provinces, major mountains/ mountain ranges, the longest rivers, significant lakes, and deserts on a map of the world. • Describe a place in relation to its neighbours and its location on the globe. Describe the place in a tourism context • Interpret distance tables to determine distances between South Africa's major cities	• Textbooks • Different types of maps • Engen garages for maps • Atlases	**PAT phase 2:** **Add information to your booklet on the local attractions tourists could visit when coming to the art festival** Daily: • Various map work activities • Dictionary search of terminology • Interpretation of distance tables **PAT phase 2 continue: Draw a route map for tourists to visit these attractions. Insert in your booklet (Ramble / meander map)** **Hand in phase 2 end week 4**

Week 4 - 6		10.2.4	Demonstrate an understanding of the concepts 'heritage' and 'world heritage site' and discuss criteria for the declaration of a world heritage site	• The concepts 'heritage' and 'heritage sites' • Components that form part of 'heritage' • World Heritage Sites in South Africa, and their location on a map • The importance and value of conserving heritage for future generations. • Familiarise learners with World Heritage conservation and encourage them to participate in the process of heritage preservation • Criteria for the declaration of a world heritage site	• Textbooks • Tourist magazines • UNESCO (website or by mail) www.unesco.org www.sahistory.org.za • Local tourism information centres • Field trip / site visit	**PoA: Task for term 2** **The world heritage sites in South Africa.** **Hand task for term 2 in at end of week 7**
Week 7		10.2.1	Demonstrate an understanding of the concepts 'environment', 'eco-tourism' and 'sustainable and responsible tourism'	• Unpack concepts • Identify the elements contributing toward an eco-friendly tourist destination	• Textbooks • 'EnviroTeach' magazine www.environment.gov.za www.deat.gov.za	Daily: • Dictionary search • Case studies
Week 8		10.2.2	Examine the role of the community in protecting the environment	• How good environmental practices can benefit tourism • How the community can be involved • The benefits that can be achieved	• Textbooks	Daily: • Class discussion • Case studies
Week 9 - 10						**PoA: Midyear examinations**

TERM 3 (11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 - 2		10.4.3	Recognise what compromises service and explain the importance and value of providing quality service	• The components that make up 'service' • What does quality service implies? • The benefits of providing quality service • Link to 'Gross Domestic Product' (GDP) growth and benefits to the South African economy	• Textbooks • Literature on providing good customer service	**PAT phase 3:** • **Plan a short day-by-day itinerary (3 days) for guests attending the art festival. Include transport and activities, e.g. visiting attractions, visiting shows, and meals** • **Write a circular to all the staff at the art festival about**

							quality service (What does it implies, why is it important)
Week 3		10.4.5	Determine the various types of equipment and technology used to communicate in a business environment	• The types of equipment and technology used to communicate in a business environment • The function of each • The advantages and disadvantages of each	• Textbooks • Actual equipment to use	Daily: • Use of equipment
Week 4 - 5		10.3.6	Demonstrate an understanding of the concepts 'global event', 'political situation' and 'unforeseen circumstances'	• The concepts 'global event', 'political situation' and 'unforeseen circumstances' • The impact of global events on tourism, and on the economy of the country • Examples of global events of international significance, and the implications for the economy • Examples of recent political situations and unforeseen circumstances, and the possible implications for the economy	• Textbooks • The media	Daily: • List recent events that could impact on tourism to South Africa. Discuss the possible impact on tourism – small groups **PAT: Hand in phase 3**
Week 6 - 7		10.3.3	Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region	The countries referred to as Southern African Developing Countries (SADC). • Their names and location on a map. • Gateways between SADC Countries, and their location on a map • The concept 'supporting role' • South Africa's role of supporting tourism in the SADC region	• Textbooks • RETOSA (Regional Tourism Organisation of Southern Africa) www.retosa.co.za • Tourist magazines	**PoA: Task for term 3** **SADC: Map of Africa, indicating the countries, capitals and gateways. Flag of each country, currency, official language, list of tourist attractions in each country**
Week 8		10.3.4	Analyse and report on tourism arrival statistics	Analyse and report on tourism arrival statistics to determine • Foreign market share • Length of stay in each province • Average expenditure per tourist	• Textbooks www.statssa.gov.za • Travel journal and magazines www.satourism.co.za • Provincial tourism authorities	Daily: • Worksheets on analysis of statistics • Case studies
Week 9		10.3.5	Discuss the value that foreign exchange adds to an economy	• The concept 'exchange rate' • How does foreign exchange add value to an economy, and more specifically to the South African economy? • How does money spent by tourists benefit local people, directly and indirectly? • The multiplier effect • The direct effect of foreign exchange rates	• Textbooks • Exchange rate tables in newspapers & TV	Daily: • Dictionary search • Case studies **PoA: Hand in task for term 3**

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
				on exports and imports in a tourism context		
Week 10			Revision			**PoA: Test**

TERM 4 (8 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 – 2		10.4.3	Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals	Teamwork • A common goal within agreed time frames • Specific roles and responsibilities for each team member • Possible reasons for fragmentation of teams	• Textbooks • Guest lecturer	Daily: • Case studies • Class discussion / debate / talk show • Analysis of TV teamwork shows – small group discussions
Week 3		10.4.1	Demonstrate an understanding of the impact of perception on effective communication and business profitability	• What is meant by 'perception' • The influence of perception on effective communication • 'Stereotyping' or labelling people • The effect of stereotyping on business profitability	• Textbooks • Literature on communication	Daily: • Dictionary search • Case studies • Role play
Week 4 - 5		10.1.3	Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services	• Types of qualifications available • Job and career opportunities in the different sectors and sub-sectors • Entrepreneurial opportunities	• Textbooks • Career sections of newspapers and magazines • Career exhibitions	Daily • Analyse advertisements for filling of vacant positions • Case studies
Week 6		Revision				
Week 7 – 8						**Final examinations**

GRADE 11

Note:
- Daily assessment need not be indicated in the work schedule.
- Use this work schedule together with the Content Framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1
(11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Suggestions for Assessment
Week 1 - 2		11.1.1	Analyse the interdependence and interrelationship between the sectors, sub-sectors and role players, and their impact on service delivery	• The tourism sectors, sub-sectors and role player. Their interdependence and relationships • The difference between good and poor service • How services delivered in one sector impacts on services delivered in another sector • The consequences of excellent, poor and lack of service delivery on business, in the tourism industry and on South Africa as a whole	• Textbooks • Guest lecturer • www.satourism.net • www.deat.gov.za • www.southafrica.net	Daily: • Pre-knowledge from 10.1.1 & 2 • Class discussion • Role play • Investigation on tourism satisfaction • Case studies
Week 3		11.1.3	Investigate and identify the knowledge, skills, values and attitudes required to function successfully within the tourism industry	• Knowledge, skills and values required to function successfully in different sub-sectors in the tourism industry • Learners identify the potential role they could play in the tourism industry.	• Textbooks • Guest lecturer • Workplace supplements in newspapers • Advertisements in newspapers for filling of vacant positions	**PoA: Task for term 1: Investigate any career in the tourism industry.** • **Investigate career opportunities and pathways towards that career.** • **Investigate the working conditions** Daily: • Analyse advertisements for filling of vacant positions • Case studies • Self assessment to determine own qualities
Week 4- 5		11.1.2	Discuss ways of promoting domestic	• The benefits of tourism for the economy,	• Textbooks	Daily

			tourism and making tourism accessible to all South Africans for the benefit of the whole country	the people and the environment • What is domestic tourism? • Strategies to promote domestic tourism and make tourism accessible to all South Africans • Benefits of domestic tourism for the country	• White Paper on the Development of Tourism in South Africa • www.environment.gov.za • Press releases from Dept of Environmental Affairs and Tourism: www.deat.gov.za • Government Strategy for promoting Domestic Tourism • Publications generated by SA Tourism and local authorities	• Analysis of White Paper, other publications & press releases • Talk show • Case studies **PAT: Promoting domestic tourism** **Phase 1:Starting a company specializing in domestic tourism: Slogan, logo, business card, letterhead**
Weeks 6 - 7		11.4.1	Demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction	• Define cultural and other diversities • Culture includes language, beliefs, religion, customs, values, behaviour, traditions, etc • The influence of diversity on the tourism industry • The need to respect other traditions, customs and behaviour that is acceptable in a business environment • Focus firstly on South African tourists, but also extend to tourists from other countries	• Textbooks • Books on intercultural business communication • www.tolerance.org • Guest lecturer	Daily • Case studies • Role play, e.g. manner of greeting, eye contact **PAT phase 1 continue: Brochure on cultural diversity in South Africa: Focus on 3 cultural groups in your area. Include local cultural tourist attractions**
Week 8 - 9		11.2.1	Evaluate the environmental components present in the local community that are indicative of tourism potential	• Environmental components in the local community • Tourist attractions (places, building or areas) in the local community • Community activities taking place there over the year • Cultures present in the local community • Already existing businesses and sites in the local community and environment that could support tourism • Stakeholders in the community • Criteria for successful tourist attractions	• Textbooks • Dictionaries • Available maps of the community, e.g. maps of "rambles" and "meanders" • Provincial maps • Books on cultural tourism in South Africa • Local newspapers • Guest lecturer • Magazines, e.g. "Enviro Teach" • Field trip to existing tourism businesses in the local area • www.environment.gov.za • www.southafrica.net	**Hand in PAT phase 1 at end of week 9**

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Weeks 10 - 11		11.3.2	Determine the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules	• The meaning of the term *gateway* • The various means of transport that link gateways and cities in South Africa • Interpret a variety of transport timetables and schedules • Reasons why some modes of transport are more costly than others • Reasons why both timetables and prices change on a regular basis	• Textbooks • GSA travel magazine • Websites of the different airlines and bus/coach companies • Travel agents • Car-hire companies • Travel pages and adverts in newspapers and magazines	Daily • Worksheets on interpretation of timetables **PoA: Test for term 1 in week 10**

TERM 2
(10 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1		11.2.4	Explore local heritage sites of significance and explain why these sites are significant	• Identify local heritage sites of significance and explain why the sites are significant and should be protected and preserved • Refer to 11.2.1 to develop an implementation plan to upgrade a local heritage site. • Research on challenging questions, e.g. development (demolition of old houses, building of new roads, etc.)	• Textbooks • SATI heritage resource pack • Most of the world heritage sites have dedicated websites • Maps	**PoA: Task for term 2: Identify a local heritage / environmental site of significance, which is not yet developed as a tourist attraction. Source background information on this site, develop implementation plan to upgrade and market this site**
Week 2		11.2.2	Draft an implementation plan to upgrade and maintain the local environment	• Identify scarce and sensitive resources in the local community that could be protected, upgraded and maintained • Draft an implementation plan to upgrade and maintain a local site.	• Textbooks • Local newspapers • Field trip • Magazines, e.g. "EnviroTeach" • www.environment.gov.za • www.southafrica.net	
Week 3		11.2.3	Investigate and evaluate available infrastructure and business in the local community to support visitors to the area, and make recommendations for improvement	• The concept *infrastructure*. • Infrastructure required to support tourism in the local area • Other utilities to serve tourist influx, e.g. accommodation, restaurants • Identify gaps in existing local infrastructure Make recommendations for improvement to support tourism	• Textbooks • Dictionaries • Guest lecturer • Field trip	Daily • Dictionary search on terminology **Hand in task at the end of week 3**
Week		11.3.1	Explain why specific	• The meaning of the term *famous world*	• Textbooks	**PAT Phase 2:**

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
4 - 6			attractions and/or physical features are regarded as icons and determine their location globally	*icons* • What makes something a world famous icon • Information on the world famous icons	• Maps • Books on world famous icons • Tourist Guides • Most of these icons have dedicated websites, e.g. www.tour-eiffel.fr	**Tour aimed at domestic market to visit 10 World famous sites/icons in South Africa. Newspaper article to promote this tour, including map, illustrations, etc. Hand in at end of week 6**
Weeks 7 - 8		11.3.5	Examine the buying power of the South African Rand in relation to other currencies and its effect on tourism	• The concepts 'exchange rate', 'foreign currencies' and 'fluctuation'. • The buying power of different currencies • The buying power of the South African Rand in relation to other currencies. (Conversions will assist in understanding the relationship between the currencies) • The effect of the exchange rate on international tourism, both inbound and outbound tourists • Fluctuation in exchange rates	• Textbooks • Banks • Foreign exchange bureaus, e.g. Rennies and American Express • Newspapers, TV and radio	Daily • Record keeping of the fluctuation in exchange rates over the next 2 months • Case studies
Weeks 9 - 10						**PoA: Mid-year examination**

TERM 3
(11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Weeks 1 - 5		11.3.4	Determine the reasons why tourists visit each province and suggest ways of marketing a new tourist development in the region	• Information on South Africa's major tourist attractions in every province • Reasons for visiting each province. Analysing statistics about the length of stay and provincial distribution of tourists • Marketing of tourist sites. Identify a target market and develop a marketing strategy for a new tourist development in the region	• Textbooks • Provincial maps • Discover South Africa (available from Engen garages) • Brochures and pamphlets promoting various attractions, available from various tourist information centres • Travel magazines • Travel section of newspapers	**PAT phase 3: Develop "meander" map of local tourist attractions, including one or more of the sites in phase 2 Choose one of the sites on the meander-map and develop a marketing strategy to advertise this tourist product. Hand in at end of week 5**
Weeks 6 - 9		11.3.3	Analyse, evaluate and report on each SADC country as a tourist destination in terms of	Discuss each SADC country in terms of a set of criteria, e.g. • Location • Accessibility	• Textbooks • Maps • The SADC website:	**PoA: Task for term 3: The world famous sites in the SADC Countries Hand in at the end of week**

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
				• Accessibility • Infrastructure • Main attractions & tourist activities	• Infrastructure • Tourist attractions / activities	www.retosa.co.za • The different embassies / consulates • Tourist books on different countries	**7**
Weeks 10 - 11		11.3.6	Explain the benefits of hosting a global event within a tourism context	• The positive and negative impacts of global events on the economy • The various stakeholders and departments involved in drawing up the plans for the global event	• www.saworldcup.co.za • www.joburg.org.za • www.southafrica.info/2010 • Newspapers and magazines • Textbooks	**PoA: Test term 3,w eek 9** Daily • Case studies: newspaper articles on recent .international event • Class discussion • Talk show

TERM 4
(8 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1		11.4.2	Describe the correct procedures to follow when dealing with different types of customer complaints	• Understanding that a complaint is an opportunity for improvement • Procedures when dealing with complaints: Verbal and written	• Textbooks • Guest lecturer • Books on customer service • Letters in local newspapers	Daily • Class discussion • Role play • Case studies
Week 2		11.4.3	A variety of strategies to present a professional image in a variety of tourism contexts	• The term professional image • Factors influencing professional image • A variety of strategies to present a professional image in a variety of tourism contexts	• Textbooks • Books on professional images	Daily • Class discussion • Case studies
Week 3		11.4.4	Function as a member of a team in order to achieve team goals	• Stages in group behaviour • Challenge for group members to find their place in the group • Rules and procedures for successful group work	• Textbooks • Books on team building • www.davidgreenberg.com/team-building-games.htm	Daily • Problem solving exercises in groups

Weeks 4 – 5		11.4.5	Select the most appropriate method to communicate in a variety of contexts	• Types of equipment and technology
				• Evaluate each of them
				  o In a particular context
				  o For a specific purpose
				  o For a specific audience
					• Textbooks
					• Books on communication
					• Equipment
						Daily
						• Use the equipment

6 - 8						**PoA: Final examination**

GRADE 12

Note:
- Daily assessment need not be indicated in the work schedule.
- Use this work schedule together with the Content Framework
- Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

TERM 1
(11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Suggestions for Assessment
Week 1 - 2		12.2.1	Evaluate environmental, social and economic factors impacting on sustainable and responsible tourism development	Factors impacting on sustainable and responsible tourism development: • Environmental factors - the physical environment • Social factors - the role of the local community • Economic factors - the role of business • The role of local government • Types of resources integral to sustainable and responsible tourism.	• Textbooks • SATI booklet on sustainable and responsible tourism development: • www.deat.gov.za	Daily: • Case studies • Class discussion • Talk show
Week 3		12.2.2	Investigate and report on strategies that are in place globally to protect the environment	Strategies that are in place globally to protect the environment. Examples: • The World Heritage Convention (1972); • The World Summit on Sustainable Development (2002); • The Ramsar Convention on Wetlands (1975) Awareness of sustainable tourism • Community involvement • Community benefits and partnerships • Respect for the integrity of communities • National involvement in international organisations that develop strategies to protect the environment	• Textbooks • Information from international agencies responsible for protecting and restoring the environment. • News reports, articles in magazines and relevant television broadcasts could be used.	**PoA: Task for term 1: Do research on an organisation protecting the environment (Choose one from a list) Explain their strategy, etc.**
Week 4		12.3.2	Source information and develop a tour plan to match different tourist profiles	• Tourist profiles, and how the specific tourists' profiles influences the planning of a tour (Background knowledge from grade 10 and 11 is essential. Refer back to applicable Assessment Standards in grade 10 and 11) • How to write a bibliography for the PAT	• Textbooks	**PAT: Phase 1: Develop tourists' profiles for the clients for the 14-day tour**

Week 5		12.3.3	Access information to advise tourists travelling between countries about the following: • Travel entry documents and regulations • Customs requirements	• Travel entry documents required visiting a given country • Valid passport, visa and health certificate • Completion of a passport application and an example of a visa form • The procedures to be followed when applying for a passport and/or visa. • Validity of travel documents • Customs requirements: • Travel entry regulations when departing from or arriving in a country	• Textbooks • GSA Travel Agents' Sales Guide. • Embassies & consulates • www.asata.co.za links to all SA health and safety, visas, travel warnings • www.sars.gov.za for customs regulations • (www.home-affairs.gov.za for application forms for a SA visa and passport	**PAT: Complete section on travel documents** **PoA: Hand in task for term 1**
Week 6 - 7		12.3.1	Demonstrate an understanding of time zones and daylight saving time and describe the impact that this has on travel planning and travelling	• The 24-hour clock • Time zones. The time zone map • www.timeanddate.com/worldclock • The impact of time zones on travel planning and travelling. (Use flight schedules to illustrate) • Daylight saving time- Reasons for the application of this practice. • www.greenwichmeantime.com • The impact of daylight saving time on travel planning and travelling.	• Textbooks • Atlases • Time zone map in telephone directory • The Internet	Daily: • Calculations of time differences • Analysis of flight schedules (focus on departure and arrival times) PAT: Select flights and complete section on flight information
Week 8		12.3.5	Apply numeracy skills to convert major foreign currencies into South African Rand and vice versa	Foreign currencies and exchange rates: • Convert the major currencies to South African Rand and convert South African Rand into a selected currency. • Different exchange rates apply to different transactions	• Textbooks • Foreign exchange bureaus • Newspapers. Television and radio • www.xe.com	Daily: Calculations **PAT: Conversion of airfares** **PoA: Test for term 1**
Week 9 - 10		12.3.3	Access information to advise tourists travelling between countries about the following: • Health and safety	Health: • Precautions to be taken when travelling to different destinations. • Vaccinations required to enter /leave areas of high risk Safety: • Advice to tourists visiting areas of high risk • Recommended precautions o Safe and responsible behaviour when interacting with tourists visiting the local	• Textbooks • GSA Travel Agents' Sales Guide • Internet • WHO publications	**PAT: Add information for tourists on health and safety.** **PAT phase 1: Hand in**

| Week 11 | | 12.1.3 | Investigate and report on the working conditions, opportunities for further development and code of conduct in a chosen field | • Career opportunities, career paths and opportunities for further development in the tourism industry.
• The working conditions in each sub-sector of the tourism industry
• The purpose and value of a Code of Conduct | • Guidance teachers / counsellors
• Publications from HEI
• Local career centre
• The Internet, etc.
• Newspapers –career sections | |

TERM 2
(10 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week 1 - 2		12.3.2	Source information and develop a tour plan to match different tourist profiles	Refer back to applicable Assessment Standards in grade 10 and 11, to guide learners to do the second phase of the PAT • Places of interest and activities in a given area, and accommodation to suit customers' profiles • Writing a day-by-day itinerary for a tour to suit tourists' profiles	• Textbooks • Literature on tourism in South Africa • www.southafrica.net • GSA travel magazine • Advertisements and brochures of tourist attractions • The internet • Travel agents • Travel pages & adverts in newspapers & magazines	**PAT phase 2:** • **Accommodation Attractions to be visited** • **Day-by-day itinerary (Learners work on their own on the PAT during the term. Teacher could monitor every second week)** Resources: GSA magazine, brochures, websites of service providers, etc. Fictitious information should not be allowed. Proof of the source of the information to be supplied
Week 3		12.1.1	Evaluate and report on the impact that the provision of service excellence has on economic growth and community development in the country, and make recommendations for improvement	• The concept 'service' and the components within 'service • The concepts 'economic growth' and 'community development' and the impact of service excellence on these 2 • The term 'Gross Domestic Product' (GDP) • Benefits to the South African economy • Recommendations for improvement of service delivery	• Textbooks	Daily: • Class discussion: pre-knowledge: 10.4.3 & 11.1.1 • Role play • Case studies • Talk show
Week		12.4.2	Describe ways and	The impact of the service delivered by an	• Textbooks	**PoA: Task for term 2**

4 - 5		12.4.3	recommend alternative methods to obtain customer feedback, and analyse findings to confirm customer satisfaction Understand own contribution towards achieving service excellence and develop different strategies to achieve and maintain quality service	organisation on its business profitability. • Expectations of different customers. • Methods to measure customer satisfaction, and obtain customer feedback. • Methods to analyse above findings • Own contribution towards service excellence • Ways in which own actions contribute towards service excellence • Strategies to achieve and maintain quality service	• www.thetha.org.za	• **Surveys, questionnaires, follow up calls, etc. to obtain customer feedback** • **Analysing the findings** • **Developing strategies to deliver and maintain quality service.** Daily: • Self-assessment questionnaires • Case studies
Week 6		12.3.4	Discuss the role of SA Tourism in marketing South Africa and the importance of maintaining a balance between new and existing markets	The role of SA Tourism to market South Africa as a tourism destination: • Markets: Countries of origin, types of tourists and their interests • Refer to 10.3.4 Determine existing markets • How SA Tourism continues to maintain its market share of existing markets • Ways in which SA Tourism targets particular markets • The criteria used to select new target markets	• Textbooks • Guest lecturer from SA Tourism • www.statssa.gov.za	**PoA: Hand in task for term 2** Daily: • Search websites throughout the world using the key words 'South Africa Tourism'. Do comparative research of how the websites of SA Tourism differs in different countries
Week 7 - 8		12.2.4	Explain how diversity and heritage are used to market and promote inbound and domestic tourism	• Diversity is used to promote inbound and domestic tourism. How and why? • The differences between the various cultures and heritage found in South Africa. The value of each culture and its saleability: ○ *San /* Khoi, *Various black cultures, Indian, Coloured, Malay, White (English /Afrikaans), minority groups, e.g. Jews, Chinese, German, Lebanese, Portuguese, Greek*	• Textbooks • Internet	Daily • Field trip to a cultural village • Report and worksheets on the trip **PAT: Hand in phase 2**
Weeks 9 - 10						**PoA: Mid-year examination**

TERM 3
(11 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Week				Refer to AS 10.3.1 to guide learners to draw a	• Road maps	**PAT: Phase 3:**

				route map for a tour	• Atlases • Blank maps of Southern Africa	**Draw route map**
1						
Week 2				• Refer to 11.3.2 to guide learners to make travel arrangements for a tour • Costing of the tour to match tourists' profiles and budget	• Car-hire companies •	**PAT Phase 3:** • **Travel arrangements** • **Tour budget**
Week 3		12.4.1	Describe the relevant aspects and cultural needs of tourists who visit South Africa	Cultural and other needs of tourists visiting South Africa: • Identify South Africa's major inbound tourism markets, taking current trends into account (link to 12.3.4) • Different expectations and needs of each market. (Overseas and African markets) • Ways in which businesses in the tourism industry should adapt their own behaviour to meet these needs	• Textbooks • Literature on cultural tourism • Tourism magazines	**PAT Phase 3:** • **The cultural and other needs of tourists who visit South Africa** • **Ways in which tourism businesses could meet these needs**
Weeks 4 –5		12.2.3	Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these	Marketing local tourism products: • Explore available and possible local tourism products that have potential to develop into a unique tourism venture. • Suggest ways to market these and develop a basic marketing plan • An affordable pricing structure when developing a marketing strategy. Ways to measure the effectiveness of promotional expenditure to determine whether the investment made has brought in a return	• Textbooks • Literature on marketing strategies • Literature on entrepreneurship.	**PAT phase 3:** **Hand in completed PAT in week 5**
Week 6 - 7		12.1.2	Discuss government's strategy with regard to redressing past imbalances in tourism participation	The government's strategy with regard to redressing past imbalances in tourism participation. Refer to the following documents: • White paper on development of tourism • Domestic Tourism Growth strategy of the DEAT • The DEAT's Tourism Community Road Show • The Black Economic Empowerment (BEE) Charter • Tourism Enterprise Programme (TEP) • Fair trade in Tourism SA (FTTSA)	• Textbooks • Domestic Tourism Growth Strategy – www.southafrica.net • The DEAT's Tourism Community Road Show- www.deat.gov.za • The Black Economic Empowerment (BEE) Charter – www.tbcsa.org.za	Daily: Identify the lack of opportunities in tourism which existed in the past and how these are being addressed and rectified (Analysis of the *White Paper on the Development of Tourism in South Africa*)

| Weeks 8 | | 12.4.5 | Apply available technology to communicate | Application of available technology for communication.
• Learners should have access to available equipment and technology to communicate. | • Textbooks
• Equipment and technology in the school environment should be used, e.g. computer, *fax machine, photocopier.* | |
| Weeks 9 - 11 | | | | | | **PoA: Preparatory exam** |

TERM 4
(8 weeks)

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Assessment
Weeks 1 - 3		12.3.6	Research current affairs and recent political situations on a global scale and evaluate the impact these have on tourism trends	The impact and/or potential impact of current or recent political situations on tourism: • Research current affairs and recent political situations on a global scale. • Determine the impact and/or potential impact of current or recent global developments on tourism	• Textbooks • Internet • Newspapers and magazines	Daily • Case study from newspaper or magazine on a recent occurrence. Write essay / paragraph, predicting the potential positive / negative impact on tourism
Week 4 - 5		12.4.4	Review the effectiveness of own participation in the team and report on how teamwork supports the delivery of quality service	• Effectiveness of own participation in teamwork. How own contribution or lack of contribution impacts on a team, a business and profitability. • Own strengths and weaknesses in teamwork. • How strengths in a team environment supports the achievement of goals and quality service.	• Textbooks	Daily: • Self-assessment questionnaires • Case studies
Week 6 - 8						**Final Examination**