NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL
NQF Level 3

September 2007
SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

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

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

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

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

- **Relevance**
  To be dynamic and responsive to national development needs.

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

- **Coherence**
  To work within a consistent framework of principles and certification.

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

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

- **Access**
  To address barriers to learning at each level to facilitate students’ progress.
• Progression
To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

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

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

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

• Validity of assessments
To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:
  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

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

• Fairness and transparency
To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:
  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students’ work with other students, based on learning styles and language

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

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS
The assessment structure for the National Certificates (Vocational) qualification is as follows:

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

2.2 External summative assessment (ESASS)
The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.
A compulsory component of external summative assessment (ESASS) is the integrated summative assessment task (ISAT). This assessment task draws on the students’ cumulative learning throughout the year. The task requires integrated application of competence and is executed under strict assessment conditions. The task should take place in a simulated or “Structured Environment”. The integrated summative assessment task (ISAT) is the most significant test of students’ ability to apply their acquired knowledge.

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

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

3 MODERATION OF ASSESSMENT

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

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

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

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)
The period of validity of the internal continuous assessment mark is determined by the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).

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

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

6 TYPES OF ASSESSMENT
Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.
6.1 Baseline assessment
At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers in planning learning programmes and learning activities.

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

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

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

7 PLANNING ASSESSMENT
An assessment plan should cover three main processes:

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

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

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

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

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes is kept or recorded in the student’s Portfolio of Evidence (PoE).

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

<table>
<thead>
<tr>
<th>Assessment instruments</th>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observation</td>
<td>• Assignments or tasks</td>
<td>• Examinations</td>
</tr>
<tr>
<td></td>
<td>• Class questions</td>
<td>• Projects</td>
<td>• Class tests</td>
</tr>
<tr>
<td></td>
<td>• Lecturer, student, parent discussions</td>
<td>• Investigations or research</td>
<td>• Practical examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Case studies</td>
<td>• Oral tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practical exercises</td>
<td>• Open-book tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Role-play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interviews</td>
<td></td>
</tr>
</tbody>
</table>

| Assessment tools       | Observation sheets                  | Checklists              | Marks (e.g. %) |
|                       | • Lecturer's notes                  | • Rating scales         | • Rating scales (1-7) |
|                       | • Comments                          | • Rubrics               |                             |

| Evidence               | Focus on individual students        | Students produce the same evidence but in different ways. |
|                       | • Subjective evidence based on lecturer observations and impressions | **Open middle**: Students produce the same evidence but in different ways. |
|                       |                                     | **Open end**: Students use same process to achieve different results. |
|                       |                                     | Students answer the same questions in the same way, within the same time. |

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

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

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

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

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

SECTION C: ASSESSMENT IN SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

**Scale of Achievement for the Vocational component**

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

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

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

The college must standardise these documents.
The student's Portfolio of Evidence (PoE) must include at least:

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

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

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

<table>
<thead>
<tr>
<th>LEVEL 3: SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER OF UNITS</strong></td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>
ASSESSMENT OF SUSTAINABLE TRAVEL IN SOUTH AFRICA AND REGIONAL TRAVEL

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

**Topic 1: South Africa and regional tourism**

#### SUBJECT OUTCOME

1. **Identify the location of various regional countries and Indian Ocean Islands**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The locations of various regional countries and Indian Ocean Islands are identified on a map. Range: Namibia, Botswana, Zimbabwe, Mozambique, Kenya, Tanzania, Madagascar, Mauritius, Seychelles.</td>
<td>Identify the location of various regional countries and Indian Ocean Islands on a map. Range: Namibia, Botswana, Zimbabwe, Mozambique, Kenya, Tanzania, Madagascar, Mauritius, Seychelles.</td>
</tr>
<tr>
<td>Typical features, attractions and tourist facilities are researched, tabulated and described. Range: a desert destination, a swamp destination, a big game destination, a coastal destination, an Indian Ocean Island destination.</td>
<td>Research and document in table format the typical features, attractions and tourist facilities. Range: a desert destination, a swamp destination, a big game destination, a coastal destination, an Indian Ocean Island destination.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Knowledge test on blank maps
- Video on each destination in the range accompanied by a worksheet
- Individual project for each destination in the range
- All the above to be filed in the PoE

2. **Use basic information on South Africa and a local area to enhance a tourist’s experience**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourists are advised on a range of attractions that meets their particular interest.</td>
<td>Describe a range of attractions in a local area that will match the particular interest(s) of a tourist.</td>
</tr>
<tr>
<td>Guests are assisted in planning their afternoon based on knowledge of local attractions.</td>
<td>Research a particular South African attraction or destination using basic information about South Africa and the local area and document under the following headings: weather, cultural sensitivity, distance(s) to be covered, transport needed, allocated time for sightseeing, reason for being identified as an attraction.</td>
</tr>
<tr>
<td></td>
<td>Study various tour operator brochures, then research and design an elementary brochure for a half-day excursion.</td>
</tr>
<tr>
<td></td>
<td>Design a simple travel plan in support of the above itinerary.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Individual assignment based on a different case study per student (i.e. varying the tourist profiles)
- Draw up a table for a selected attraction/destination using the headings given
- Complete a case study in which an afternoon is planned for guests from another province; design a simple travel plan in support of the suggested itinerary

3. **Suggest and recommend alternative arrangements for clients based on knowledge of the context**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative venues or attractions are suggested to compensate for closure or cancellations.</td>
<td>Recommend alternative venues, attractions or routes in case the preferred itinerary be used due to a change in circumstances (e.g. bad weather) or a change in information (e.g. an unexpected incident).</td>
</tr>
<tr>
<td>Supplementary attractions are suggested to enhance or alter a tourist itinerary.</td>
<td>Suggest additional attractions or activities to enhance or to alter the excursion.</td>
</tr>
<tr>
<td></td>
<td>Explain how one would arrange alternative bookings to a cancelled event.</td>
</tr>
</tbody>
</table>

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Department of Education
### ASSESSMENT TASKS OR ACTIVITIES

- A case study whereby a tourist’s itinerary has to be altered due to a change or changes in circumstances
- A case study in which existing but fairly mundane plans for an excursion are adjusted to include additional attractions/activities

### SUBJECT OUTCOME

#### 1.4 Advise clients on appropriate behaviour based on the context

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocol at a religious site is described.</td>
<td>Describe appropriate tourist behaviour based on protocol at a religious site, e.g. at a mosque or a Hindu temple</td>
</tr>
<tr>
<td>Advice is given about personal security in the city.</td>
<td>List important points about personal security, for pedestrian, driver and passenger tourists</td>
</tr>
<tr>
<td>Advice is given about not littering.</td>
<td>Explain how one would address issues such as littering and respecting the natural habitat with one’s clients</td>
</tr>
<tr>
<td>Warnings are given against disturbing vegetation in a natural habitat</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Individual assignment: research a local religious site and write a short report on the behaviour expected from visitors to the site
- Design a pamphlet for clients regarding personal safety at all times (especially in the city); littering; disturbing vegetation in a natural habitat

### SUBJECT OUTCOMES

#### 1.5 Access sources of information in order to provide a service to clients

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different sources are determined and used to gain information</td>
<td>Determine and use various sources of information to ensure that the client experiences a problem-free and successful excursion.</td>
</tr>
<tr>
<td>Radio, Internet, newspaper, industry publications and talking to people who are “in the know”</td>
<td>List and explain how one would access various sources of information to keep abreast of the everyday happenings in one’s city, province and country. Include radio, internet, newspaper, industry publications and talks with people who are well informed. Give examples where possible</td>
</tr>
<tr>
<td>Access to various sources of information to keep abreast of the everyday happenings in one’s city, province and country are listed and explained.</td>
<td>Describe how one could convey information that may be controversial for tourists in a manner that ensures a just point of view, portraying national and international attitudes positively (as opposed to giving a biased view)</td>
</tr>
<tr>
<td>Examples of information found from various Sources. Traditional food in a specific area. The Automobile Association to find out the state of a road. Current cultural events in the area. Basic details about a current national issue</td>
<td></td>
</tr>
<tr>
<td>Controversial matters are explained to tourists in a non biased manner e.g. Beware of stereo typing</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

Case study plus worksheet with questions covering all the aspects mentioned. Activities should include:
- A phone call, fax or e-mail to
  - a restaurant for information about traditional food available in a specific area;
  - the Automobile Association to find out about the state of the road in the area(s) your clients intend visiting;
  - a local information centre to find out about current cultural events in the area;
- consulting a few newspaper articles providing the basic details about a current local issue, e.g. demonstrations against the lack of basic municipal services (or any other controversial issue about which tourists might raise questions)
### SUBJECT OUTCOMES

#### 1.6 Demonstrate an understanding of the dynamic processes and agents that shape heritage

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The impact of historical and current political, economic, biophysical and social factors on one another and on different ways of seeing heritage is examined. Range of factors: Individuals, museums, zoos, natural resources, NGOs and Community Based Organisations, the media, schools, funding agencies, etc.)</td>
<td>Examine the impact of historical and current political, economic, biophysical and social factors on one another and on different ways of seeing heritage. Range of factors: Individuals, museums, zoos, natural resources, NGO/Community Based Organisations, the media, schools, funding agencies, etc.)</td>
</tr>
<tr>
<td></td>
<td>Discuss the dynamic processes by which agents shape heritage</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Group discussions/debates
- Questions and answers
- Panel discussions

#### 1.7 Recognise types of heritage

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural and cultural heritages are compared.</td>
<td>Compare natural and cultural heritages</td>
</tr>
<tr>
<td>Tangible and non-tangible heritages are compared.</td>
<td>Compare tangible and non-tangible heritages</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Practical assignment to differentiate between the value of a natural and a cultural heritage site

#### 1.8 Use understanding of heritage to enhance performance

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitivity towards is enhanced and more is learned about others by exploring different heritages. Options for using heritage in everyday work are listed and explored.</td>
<td>Explain how sensitivity towards others can be enhanced through knowledge of different heritages</td>
</tr>
<tr>
<td></td>
<td>List options for using heritage in everyday work</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Investigate the tourism potential of any local heritage and complete a practical assignment

#### 1.9 Recognise own place in South African heritage

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Own family is placed in South African Heritage context. Some of the personal consequences of own cultural inheritance, such as language, religions, class and gender are explored</td>
<td>Compile a very basic diagram depicting the various South African cultures and place own family in South African Heritage context</td>
</tr>
<tr>
<td></td>
<td>Select a controversial tourism issue and research different attitudes towards it by comparing cross-cultural responses (e.g. amongst fellow students)</td>
</tr>
<tr>
<td></td>
<td>Document the findings in a simple table and compare to personal point of view, in order to explore some consequences of own cultural inheritance, such as language, religion, class and gender</td>
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</tbody>
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**Department of Education**
ASSESSMENT TASKS OR ACTIVITIES
• Design a poster with a diagram showing own family in context of South African race, language, religion, class
• Individual oral presentation (using above poster as visual aid)

Topic 2: Contribute to sustainable tourism

SUBJECT OUTCOME
2.1 Describe different roles, relationships, responsibilities and expectations of stakeholders in tourism

ASSESSMENT STANDARD
• Roles and responsibilities of stakeholders are explained in line with relevant tourism legislation and guidelines.
• Methods of ensuring full participation of all stakeholders in sustainable tourism are described in line with documented tourism guidelines.
• Stakeholder expectations are identified from approved sources and described in line with national tourism documented strategies

LEARNING OUTCOME
• Outline the different roles played by stakeholders such as: Government (on national as well as local level), industrialists, entrepreneurs (e.g. tour operators), tourists and communities, and the relationships between them
• List the needs of different stakeholders and the potential conflicts between these needs
• Suggest methods to ensure full participation of all stakeholders in sustainable tourism enterprises

ASSESSMENT TASKS OR ACTIVITIES
• Group project to research and document the different key stakeholders (to be filed in portfolio); their relationships, needs and the potential conflicts arising from these needs
• Group discussion on methods to ensure participation of stakeholders, followed by a list of methods compiled by the group as a result of the discussion

SUBJECT OUTCOME
2.2 Describe approaches for sustainable tourism

ASSESSMENT STANDARD
• Sustainable tourism strategies are obtained from approved sources
• Sustainable tourism strategies are described in line with organizational objectives.
• Sustainable tourism strategies are described in line with industry activities

LEARNING OUTCOME
• Obtain sustainable tourism strategies from approved sources e.g. White Paper, Government Gazette etc.
• Compare these to general organizational objectives
• Compare these to general tourism industry activities

ASSESSMENT TASKS OR ACTIVITIES
• Design true and false statements for the student to answer to find sustainable tourism strategies from the approved sources mentioned
• Case study of a hypothetical tourist organization depicting their objectives so that the comparison between sustainable tourism strategies and general organisation objectives can be executed
• Short question worksheet to compare sustainable tourism strategies to general tourism industry activities

SUBJECT OUTCOME
2.3 Identify types of resources integral to tourism

ASSESSMENT STANDARD
• Types of resources are listed and use and application explained using correct terminology.
• Heritage resources are listed and explained in line with national strategic implementation guidelines

LEARNING OUTCOME
• List types of resources available and explain their use and application using the correct terminology
• Describe the value of heritage resources such as archaeological, historical, cultural, wildlife and scenic sites
### ASSESSMENT TASKS OR ACTIVITIES

- Compile a list with the necessary explanations
- In table form, describe the value of the various heritage resources as required

### SUBJECT OUTCOME

#### 2.4 Evaluate sustainability issues towards improving own performance

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Information on sustainability issues is obtained from approved source and impact on own industry identified and listed in table format.</td>
<td>Obtain information on sustainability issues from an approved source. Use a case study to identify the impact on student’s own industry</td>
</tr>
<tr>
<td>Sustainability issues that could affect own performance are identified, evaluated and addressed in line with organisational standards and operating procedures.</td>
<td>List these findings</td>
</tr>
<tr>
<td>Sustainability issues that could affect workplace and organisational performance are identified, evaluated and addressed in line with organisational standards and operating procedures.</td>
<td>Still using a case study, identify and list sustainability issues that could affect own performance</td>
</tr>
<tr>
<td>Obtain information on sustainability issues from an approved source. Use a case study to identify the impact on student’s own industry</td>
<td>Write short paragraphs to evaluate and address these issues in line with organizational standards and operational procedures (the latter all forming part of the case study)</td>
</tr>
<tr>
<td>List these findings</td>
<td>Identify, list and evaluate sustainability issues that could affect workplace and organisational performance, e.g. within the hiring sector</td>
</tr>
<tr>
<td>Still using a case study, identify and list sustainability issues that could affect own performance</td>
<td>Address these in line with organisational standards and operating procedures</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Compile a list as specified
- Case study of a hypothetical tourism organization in which work practices are depicted in order to allow the student to identify impact on own industry
- Use similar case studies for other Learning Outcomes

### SUBJECT OUTCOME

#### 2.5 Reflect on own contribution to sustainability within a tourism enterprise or project

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Own contribution is evaluated and contribution to tourism sustainability identified and listed in line with own sector’s strategic objectives.</td>
<td>Describe own contribution in a commercially, environmentally and culturally sustainable enterprise (case study)</td>
</tr>
<tr>
<td>Suggestions and strategies regarding improvement of own contribution are developed and implemented in line with organisational standards and procedures.</td>
<td>Make a list of suggestions regarding the improvement of own performance and the organisation’s performance in relation to the understanding of sustainability</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Compile a list as specified
- Case study of a hypothetical tourism organization in which work practices are depicted in order to allow the student to identify impact on own industry
- Use similar case studies for other Learning Outcomes
4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN SUSTAINABLE TOURISM - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

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

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

- The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.
- The other option is that students will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment/exam session at the end of the year.

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

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

4.2 National examination

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

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>30%</td>
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