



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**National Curriculum Statement
Grades 10 – 12
(General)**

TOURISM

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HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

■ Chapter 1 - Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

■ Chapter 2 - Introducing the Subject

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

■ Chapter 4 – Assessment

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ Symbols

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.



= Learning Outcome



= Assessment Standard



= Grade



= Code



= Scale



= Competence Description



= Content and Contexts



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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASATA	Association of South African Travel Agents
CASS	Continuous Assessment
DO	Developmental Outcome
EMS	Economic and Management Sciences
FET	Further Education and Training
GDP	Gross Domestic Product
GET	General Education and Training
GMT	Greenwich Mean Time
GSA	GSA Travel Marketing Magazine (previously known as the GSA Travel Agents' Sales Guide)
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
SADC	Southern African Development Community
SAQA	South African Qualifications Framework
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UTC	Universal Time Co-ordinate (same as Greenwich Mean Time)
WHO	World Health Organisation
WTO	World Tourism Organisation

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that ‘everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible’.

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.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

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. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as ‘intelligent’ only if they were adept in these ways. Now 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 a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or ‘knowledge’ fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

- Languages (Fundamentals);
- Arts and Culture;
- Business, Commerce, Management and Service Studies;
- Manufacturing, Engineering and Technology;
- Human and Social Sciences and Languages; and
- Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

TOURISM

DEFINITION

The subject Tourism involves the study of why people travel and how to meet their needs and expectations. It focuses on the tourism industry as an interrelated, broad and dynamic economic sector. The subject addresses tourism geography, creates an awareness of the role played by South Africa in the international tourism industry, and investigates and evaluates the value of tourism to a country. The subject emphasises the responsibility of all citizens to contribute towards responsible and sustainable tourism practices and socio-economic growth. The value and importance of appropriate and clear communication, a respect for diversity, and the provision of quality service are highlighted.

PURPOSE

Tourism will empower learners to develop an understanding of the related services in the tourism industry, the interdependence of sectors and sub-sectors, and the benefit tourism brings to the South African economy.

The study of Tourism aims to redress historical imbalances, as the majority of the population was previously excluded from tourism from both an ownership and consumption point of view. Tourism aims to address these imbalances by encouraging learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services.

The knowledge, skills, values and attitudes gained in this subject will develop an appreciation of the heritage, cultural and other diversities of South Africa, thereby instilling national pride.

This subject will enable learners to:

- acquire the skills, knowledge, values and attitudes necessary to communicate effectively with customers, identify needs and provide the required service to ensure customer satisfaction;
- gain access to further learning in the chosen field/sector by accessing information on career opportunities in the tourism field;
- use science and technology effectively when communicating and accessing information;
- work effectively with others as a member of a team, group, organisation and community through the communication and interpersonal skills applied in customer care and service delivery;
- organise and manage themselves and their activities responsibly and effectively by identifying gaps in tourism development and making recommendations for improvement and growth; and
- collect, analyse, organise and critically evaluate tourism information.

SCOPE

The principle guiding the subject Tourism is an innovative, interactive and holistic approach that focuses on:

- tourism as an interrelated system;
- responsible and sustainable tourism;
- tourism geography, attractions and travel trends; and
- customer care and communication.

These are discussed below.

Tourism as an interrelated system

Learners are introduced to the broad sectors of the tourism industry including hospitality, travel, gaming, leisure, conservation, sport and recreation, as well as the sub-sectors within these sectors. The industry is contextualised as a broad economic sector making a contribution towards job creation and the country's Gross Domestic Product (GDP).

Learners examine the interrelatedness and interdependence of role players in the tourism distribution channel (suppliers, intermediaries and consumers), support services, marketing agencies, industry associations, auxiliary services, policy makers, the attraction sector, and tourists.

Learners explore the potential role that they could play within the tourism industry by investigating careers and entrepreneurial opportunities, which enables them to make an informed career choice.

Responsible and sustainable tourism

Learners are introduced to the concept of resource management and how it impacts on sustainable and responsible tourism. They develop an appreciation of the interdependent relationship between the environment, the community and the tourism economy. This includes an evaluation of the role that eco-tourism, culture and heritage play in ensuring responsible and sustainable tourism practices.

Tourism geography, attractions and travel trends

Tourism geography includes the knowledge of countries, regions, climate, major cities and gateways, famous icons, monuments, building structures, and geographical features such as rivers, seas, mountains, deserts and time zones. In addition, learners apply acquired skills to interpret maps, distance tables, transport timetables and schedules in order to develop a basic tour plan.

Some of the documents needed when travelling from one country to another are examined, and learners gain a

basic understanding of foreign currency and exchange rates. In addition, health and safety issues are investigated from a tourism perspective.

Learners investigate major global events and affairs that impact on tourism. They interpret statistics to determine current tourism trends and discuss the marketing of South Africa as a tourist destination.

Customer care and communication

Learners explore the importance of effective communication, customer care, service excellence and the role of technology when interacting with customers and suppliers from diverse backgrounds in the service industry.

EDUCATIONAL AND CAREER LINKS

The subject Tourism links with the knowledge, skills, values and attitudes provided in the General Education and Training band in the following areas:

- Technology – through the understanding of a variety of technologies used in communicating and accessing information in the tourism industry.
- Social Sciences – through the application of geographical skills to identify features and tourist attractions. The history of areas, together with their cultural diversity and heritage, lays the foundation for conceptualisation in the tourism field.
- Natural Sciences – in the area of eco-tourism, learners explore the links of tourism to local regions and other environmental features.
- Arts and Culture – through developing self-confidence in promoting the unique features present in South Africa and presenting oneself and one's viewpoint in a variety of situations.
- Life Orientation – issues of human relations, self-introspection and sensitivity towards others are applied to develop service excellence.
- Language – this Learning Area underpins the effectiveness of communication between people, sectors, sub-sectors and role players in the tourism industry.
- Mathematics – learners apply basic mathematical skills in the conversion of currencies, working with distances and tourism statistics.
- Economic and Management Sciences (EMS) – tourism is one of the country's major income-generating industries. In Tourism, learners apply the entrepreneurship and marketing skills gained in EMS.

The knowledge, skills, values and attitudes gained in this subject will serve as a starting point to prepare the learner for progression into Higher Education studies in the travel, tourism, tourism development, marketing, tourism management and related fields. The subject also exposes learners to possible entrepreneurial opportunities and the world of work.

LEARNING OUTCOMES



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 among the various sectors, sub-sectors and role-players in the tourism industry. The knowledge, skills, values and attitudes 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.

Grade 10

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can explain the core concepts of tourism, tourist sectors and sub-sectors, and the role-players in the tourism industry, as well as the reasons people travel. Learners can match different types of tourists with the services and products provided by the sectors and sub-sectors, and can source information on job and career opportunities to investigate their potential role in the industry.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can analyse the impact of the interrelationship and interdependence between the sectors and sub-sectors of the tourism industry regarding service delivery. Learners are able to discuss the promotion of domestic tourism and the benefits of tourism, and suggest ways to improve accessibility to all South Africans. Finally, learners can report on the knowledge, skills, values and attitudes required to function successfully in the tourism industry.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can report on the impact of service excellence on economic growth and how government strategy redresses past imbalances in tourism participation. Learners can investigate and report on working conditions, codes of conduct, and job and entrepreneurial opportunities in the tourism industry.



Learning Outcome 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.

This Learning Outcome has been designed to develop knowledge, skills, values and attitudes 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 learners' attention on the country's icons, symbols and heritage instils national pride. Learners also explore entrepreneurial opportunities, utilising indigenous knowledge where applicable.

Grade 10

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can explain core concepts related to sustainable tourism, heritage and heritage sites, and can investigate the criteria for the declaration of world heritage sites. They can report on the community's role in protecting the environment.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can evaluate environmental components, available infrastructure and heritage sites in the local community. They can independently plan to upgrade and maintain the local environment.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can evaluate factors that impact on responsible and sustainable tourism and report on global strategies to protect the environment. Learners can investigate ways of marketing tourism products, including cultural and other diversities and heritage.



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

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can apply map-reading skills within a tourism context. They can analyse and interpret tourism data independently, and investigate the role South Africa plays in promoting tourism to the Southern African Development Community (SADC) region, as well as explain the value of foreign exchange and the concepts 'global event', 'political situation' and 'unforeseen circumstances'.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can explore the reasons why tourists visit a destination considering icons, attractions, activities, accessibility and infrastructure. Learners can interpret transport timetables and schedules, and make recommendations to market a region. They can explain the buying power of the South African rand in relation to other currencies, and explore and analyse the benefits of hosting a global event.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can demonstrate an understanding of time zones, daylight saving time, currency conversions, health and safety, and customs requirements. They can use the learning gained in Grades 10 and 11 to develop a tour plan, and discuss the role of SA Tourism as a marketing body. Learners can research and evaluate the impact of current affairs and political situations on tourism.



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

By the end of Grade 10 learners who have achieved the minimum competences for this Learning Outcome can explore the importance of teamwork and the provision of quality service to achieve goals. They can explain the impact of perception on business profitability, and discuss equipment and technology as a means of business communication.

Grade 11

By the end of Grade 11 learners who have achieved the minimum competences for this Learning Outcome can demonstrate ways of interacting in a culturally diverse environment. They can select the most appropriate methods of communication for the context, purpose and audience, and describe clearly the correct procedures when dealing with complaints. Learners can work in a team or independently and present a professional image at all times.

Grade 12

By the end of Grade 12 learners who have achieved the minimum competences for this Learning Outcome can explain the needs of tourists from different cultural backgrounds, and apply technology as a means of communication. They can describe alternate methods to obtain customer feedback, and analyse and present the findings. Learners can explain how teamwork impacts on quality service provision and review their own participation in a team against set criteria.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10



Learning Outcome 1

Tourism as an Interrelated System

The learner is able to evaluate the tourism industry as an interrelated system.



Assessment Standards

We know this when the learner is able to:

- Demonstrate an understanding of:
 - the concepts ‘tourism’ and ‘tourist’;
 - the reasons why people travel;
 - 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);
 - services and products offered by the sectors and sub-sectors.

- Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors

- Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Analyse the interdependence and interrelationship between the sectors, sub-sectors and role-players, and their impact on service delivery.
- Discuss ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country.
- Investigate and identify the knowledge, skills, values and attitudes required to function successfully within the tourism industry.

Grade 12



Assessment Standards

We know this when the learner is able to:

- 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.
- Discuss government's strategy with regard to redressing past imbalances in tourism participation.
- Investigate and report on the working conditions, opportunities for further development and code of conduct in a chosen field.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Evaluate the environmental components present in the local community that are indicative of tourism potential.
- Draft an implementation plan to upgrade and maintain the local environment.
- Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for improvement.
- Explore local heritage sites of significance and explain why the sites are significant.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Evaluate environmental, social and economic factors impacting on sustainable and responsible tourism development.
- Investigate and report on strategies that are in place globally to protect the environment.
- Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these.
- Explain how diversity and heritage are used to market and promote inbound and domestic tourism.



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.



Assessment Standards

We know this when the learner is able to:

- Apply map reading skills to identify and locate physical features, borders, landmarks and so on for use in a tourism context.
- Interpret distance tables to determine distances between South Africa's major cities.
- Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region.
- Analyse and report on tourism arrival statistics to determine:
 - foreign market share;
 - length of stay in each province;
 - average expenditure per tourist.
- Discuss the value that foreign exchange adds to an economy.
- Demonstrate an understanding of the concepts 'global event', 'political situation' and 'unforeseen occurrences'.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Explain why specific attractions and/or physical features are regarded as icons and determine their location globally.
- Determines the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules.
- Analyse, evaluate and report on each SADC country as a tourist destination in terms of:
 - accessibility;
 - infrastructure;
 - main attractions and/or tourist activities.
- Determine the reasons why tourists visit each province and suggest ways of marketing a new tourist development in the region.
- Examine the buying power of the South African rand in relation to other currencies and its effect on tourism.
- Explain the benefits of hosting a global event within a tourism context.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Demonstrate an understanding of time zones and daylight saving time and describe the impact that this has on travel planning and travelling.
- Source information and develop a tour plan to match different tourist profiles.
- Access information to advise tourists travelling between countries about the following:
 - health and safety;
 - travel entry documents and regulations;
 - customs requirements.
- Discuss the role of SA Tourism in marketing South Africa and the importance of maintaining a balance between new and existing markets.
- Apply numeracy skills to convert major foreign currencies into South African rand and vice versa.
- Research current affairs and recent political situations on a global scale and evaluate the impact these have on tourism trends.



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.



Assessment Standards

We know this when the learner is able to:

- Demonstrate an understanding of the impact of perception on effective communication and business profitability.

- Recognise what compromises service and explain the importance and value of providing quality service.

- Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals.

- Determine the various types of equipment and technology used to communicate in a business environment.

Grade 11



Assessment Standards

We know this when the learner is able to:

- Demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction.
- Describe the correct procedures to follow when dealing with different types of customer complaints.
- Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts.
- Function as a member of a team in order to achieve team goals.
- Select the most appropriate method to communicate in a variety of contexts.

Grade 12



Assessment Standards

We know this when the learner is able to:

- Describe the relevant aspects and cultural needs of tourists who visit South Africa.
- Describe ways and 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.
- Review the effectiveness of own participation in the team and report on how teamwork supports the delivery of quality service.
- Apply available technology to communicate.



CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content indicates needs to be dealt with in such a way as to assist the learner to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to the learner and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learner. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

It is important to note that detail on content is included in the Learning Programme Guideline document.



Learning Outcome 1: Tourism as an Interrelated System

The learner is able to evaluate the tourism industry as an interrelated system.

Grade 10

Learners will distinguish between the various components of the tourism industry with reference to the services and functions of each and unpack the main definitions of tourism concepts. The different types of tourists, their reasons for travelling and their preferences are explored.

- Learners are exposed to various recognised definitions of the concepts ‘tourist’ and ‘tourism’ (e.g. publications from the World Tourism Organisation, WTO; the *White Paper on the Development of Tourism in South Africa*, May 1996).
- The broad sectors in the tourism industry include Travel, Hospitality, Gaming and Lotteries, Leisure, Conservation, Sport and Recreation. Learners should also be able to identify the sub-sectors and role players.
- Learners are required to identify 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.
- The different types of tourists and the reasons why they travel should be discussed.

Grade 11

Learners will analyse the impact that service delivery has on the various interrelated tourism businesses. Ways of promoting domestic tourism and making tourism available to all South Africans are explored, and the benefits of tourism to the economy are discussed. Learners investigate the knowledge, skills, values and attitudes required to function successfully within the tourism industry.

- Learners are required to explain how services delivered in one sector impact on services delivered in another sector, and evaluate the consequences of excellent service delivery, lack of service and poor service delivery on businesses and the tourism industry.
- Information on the promotion of domestic tourism and strategies to make tourism accessible to all South Africans, as well as the benefits of tourism to the country, can be obtained from the *White Paper on the Development of Tourism in South Africa*, publications generated by SA Tourism and local tourism authorities.
- In order to identify their potential role in the industry, learners need to investigate the knowledge, skills, values and attitudes required to function successfully in different sub-sectors in the tourism industry.

Grade 12

Learners will demonstrate an understanding of the impact that service has on economic growth and community development. They will examine government policy aimed at redressing past imbalances and making tourism accessible to all South Africans. Learners explore working conditions within the different tourism sectors and sub-sectors and investigate the various careers and entrepreneurial opportunities available within these sectors and sub-sectors.

- Learners should understand what ‘service’ is and identify the difference between good and poor service.
- The components that make up ‘service’ should be understood and discussed.
- An understanding of the terms ‘economic growth’ and ‘community development’ is required before the impact of service excellence on economic growth and community development can be evaluated.
- Links should be made to GDP growth, and benefits to the South African economy should be discussed.
- The government’s strategy to redress past imbalances can be accessed in the *White Paper on the Development of Tourism in South Africa*.
- Learners should investigate and report on the working conditions in each sub-sector, including working hours, uniform allowances, travel benefits, and so on. The purpose and value of a Code of Conduct should be discussed, as well as issues relating to the Code of Conduct.



Learning Outcome 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.

Grade 10

Learners will unpack the concepts pertaining to responsible and sustainable tourism and discuss the role that the community is able to play in ensuring good environmental practices and encouraging tourism to the area. The concepts, the importance and value of heritage and world heritage sites are explored and the criteria necessary for the declaration of a world heritage site are examined.

- Unpack ‘eco-tourism’, ‘environment’ and ‘sustainable and responsible tourism’.
- Identify the elements that contribute towards making an area an eco-friendly tourist destination. Discuss how good environmental practices can benefit tourism, how the community can be involved and the benefits that can be achieved.
- Learners should be able to list components that form part of ‘heritage’, bearing in mind that heritage includes human-made attractions, natural attractions, culture or anything that has a link with some past event or person. They should distinguish between human-made and natural attractions and should be able to identify South African attractions on a map.
- Learners should understand the importance and value of conserving heritage for future generations.

Grade 11

Learners will evaluate the environmental components, available infrastructure and heritage sites in the local community. They will identify the tourism potential and involve the local community in discussions to protect, upgrade and maintain scarce and sensitive resources for the benefit of all. Learners will draft an implementation plan to upgrade and maintain the local environment.

- Diverse attractions, community activities and cultures present in the local community should be identified and rated for tourism potential.
- Scarce and sensitive resources in the local community should be identified and discussed with a view to determining how these resources can be protected, upgraded and maintained.
- Explain the concept ‘infrastructure’ and evaluate what infrastructure is required to support tourists in the local area. Identify the gaps in existing infrastructure and explain what is required to improve support for tourism to the area.
- Learners should know how to develop, organise and motivate a plan by following a structured approach. The same approach could be followed when drafting a plan for maintaining the local environment.

Grade 12

Learners will identify elements and resources integral to sustainable and responsible tourism, and demonstrate an awareness of approaches to and global debates on responsible and sustainable tourism. Learners will explore ways to market potential tourism products and services while ensuring the inclusion of South Africa's diversities and heritage.

- Learners should understand elements that impact on responsible and sustainable tourism.
- Learners should identify types of resources integral to sustainable and responsible tourism.
- Learners should demonstrate an awareness of approaches to, and debates on responsible and sustainable tourism.
- 'Products' refer to manufactured items (e.g. crafts, toys, jewellery, beadwork, clothing), as well as to services provided. Co-operative advertising to support and promote tourism initiatives should be encouraged. Learners should be aware of the importance of a sensitive and affordable pricing structure when developing a marketing strategy. They should discuss and suggest ways to measure the effectiveness of promotional expenditure to determine whether the investment made has brought in a return.
- Learners should understand the differences between the various cultures and heritage found in South Africa, and should be able to discuss the value that each has and how it contributes towards the 'rainbow nation' and its saleability. (The marketing strategy applied by SA Tourism could be used for discussion.)
- Learners should be able to distinguish between and discuss each culture in terms of:
 - festivals;
 - folklore;
 - dress;
 - tradition;
 - food;
 - history;
 - housing; and
 - 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.

Grade 10

Learners will use maps to locate relevant tourism features. Acquired skills and knowledge will be used to access and analyse tourism statistics. Learners will discuss the supporting role of South Africa in terms of tourism to and in the SADC region. They will explain the value of foreign exchange to the economy, as well as the concepts 'global event' and 'current affairs'.

- Tourism educators should reinforce knowledge acquired in the General Education and Training phase regarding map terminology and map symbols.
- Different types of maps should be used to source information.
- Learners should be able to locate continents, seas, oceans, countries, states, provinces, major mountains and mountain ranges, the longest rivers, significant lakes and deserts on a map of the world. They should also be able to describe a place in relation to its neighbours and its location on the globe.
- Learners should know which countries are referred to as SADC. They should understand what is meant by the term ‘supporting role’ and should be able to give examples of what could be done to facilitate this role.
- Statistics that provide information on tourism arrivals in and departures from South Africa can be accessed from a wide variety of sources, (e.g. the Internet, Statistics SA, SA Tourism, travel journals and magazines, provincial tourism authorities).
- The direct effect of foreign exchange rates on exports and imports and the value of foreign exchange to an economy should be discussed.

Grade 11

Learners will explain and locate international icons, and evaluate the SADC countries and provinces in South Africa as preferred tourist destinations. They will apply the skills gained in Economic and Management Sciences at the General Education and Training level to develop a marketing strategy for a new tourist development. Learners will compare the currencies of different countries and examine the influence of currency fluctuations on travel patterns. They will investigate the impact of global events on the economy of the hosting country.

- Learners should understand what is meant by the term ‘famous world icons’. They should be able to recognise famous icons, link the icon to the relevant city or country, and be able to locate it in the specific country.
- Learners should understand the meaning of the term ‘gateway’. They should interpret a variety of domestic transport timetables/schedules to determine the various modes of transport that link gateways and cities within South Africa. Learners are not required to calculate airfares; however, they should understand that some modes of transport are more costly than others.
- Learners should examine and be able to discuss each SADC country in terms of set criteria.
- Learners should know why tourists visit each South African province. An in-depth study of each province and the elements that attract tourists to it is required. Learners should identify the most frequented tourist areas, tourist attractions (including festivals, tourist routes and trails) and tourist activities pursued by tourists in each province.
- Before ways of marketing a new tourist development in the region are suggested, learners should know that product, price, promotion and place are the basic components of the marketing mix. The target market also needs to be identified prior to developing a marketing strategy.
- Learners should develop an understanding of the buying power of different currencies. They should examine the influence of fluctuations in exchange rates on the travel patterns of South Africans travelling to first-world countries.
- The positive and negative impacts of global events on the economy should be understood.

Grade 12

Learners will investigate the location of a country in relation to time and its influence on travel planning. They will use skills acquired in Grades 10 and 11 to develop a tour plan to match the needs of tourists, and access travel information in order to advise a tourist on health and safety, travel documents and customs requirements. Learners will convert currencies and evaluate the impact of global events and current affairs on travel trends.

- A basic understanding of the concepts of ‘time zones’ and ‘daylight saving time’ is required. Learners should understand that countries are located in different time zones and that this needs to be taken into consideration when travelling between countries in different zones. Calculation of actual flying time is not required.
- Learners should understand the term ‘daylight saving’, and the reasons for the application of this practice should be discussed and explored.
- Learners should develop a basic itinerary, excluding detailed costing.
- Health includes recommendations for precautions to be taken when travelling to a destination and advice on vaccinations required to enter or leave areas of high risk. Learners should understand that vaccinations are given by licensed authorities and are confirmed by certificates mandated by the World Health Organisation (WHO).
- Safety incorporates advice to tourists visiting areas of high risk as well as recommended precautions. Learners should be encouraged to identify safe and responsible behaviour when interacting with tourists visiting their area.
- Learners should be able to access and interpret relevant information on health and safety when travelling between countries (e.g. the The GSA Travel Marketing Magazine), the Internet, WHO publications).
- Learners should source and interpret travel documents required to visit a given country. Learners should understand the procedures to be followed when applying for a passport and/or a visa. Completion of a passport application and an example of a visa form would be valuable.
- Learners should understand SA Tourism’s role in marketing South Africa. They should discuss how SA Tourism targets particular markets, the criteria used to select new target markets, and how SA Tourism continues to maintain its market share of existing markets.
- Learners should be able to convert the major currencies to South African rand and convert South African rand into a selected currency. They should be aware that a different rate of exchange applies to different transactions.
- Learners should research the impact of current affairs and recent political situations on tourism.



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.

Grade 10

Learners should discuss the influence of stereotyping as a direct result of preconceived perceptions on effective communication and consequently on business profitability. The factors that constitute effective team participation to achieve a common goal are explored. Learners determine the different types of equipment and technology used to communicate in a tourism business, taking into consideration the advantages and disadvantages of each type of equipment.

- Learners should discuss the influence of stereotyping as a direct result of preconceived perceptions on effective communication and consequently on business profitability.
- The components encompassed in ‘service’ should be discussed and the direct benefits of quality service to a business explored. Links to GDP growth and benefits to the South African economy will add value to the discussions.
- Learners need to understand that in 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 involved and have specific roles and responsibilities in order to ensure that the goal is achieved. Learners should discuss the importance of effective teamwork and how it contributes towards the achievement of goals.
- Learners should be able to list the types of equipment and technology used to communicate in a business environment. They should be able to explain the function of and debate the advantages and disadvantages of each.

Grade 11

Learners will explore various ways to interact effectively in a diverse environment and select the correct procedures when handling customer complaints. Different strategies to project a professional image of oneself and the business are determined and followed. Learners will function as effective members of a team and select the most appropriate means of communication to function in a tourism context.

- Learners should know that culture includes language, beliefs, religion, customs, knowledge, values, behaviours, traditions, race, gender and so on. Topics that should be covered in this section include defining cultural and other diversities, manner of greeting, the need to respect other people’s beliefs and customs, as well as behaviour that is acceptable in a business environment. Ways to ensure effective interactions between cultures should be debated.

- Learners should understand the importance of dealing with complaints promptly and that complaints may be received in different ways. They should discuss the most effective way of dealing with different types of complaints.
- Learners should understand what is meant by ‘professional image’. This includes the learner’s own image, the image of the company and the image of employees and colleagues. Learners should understand that the image which a company projects is determined by a number of factors.
- Communication should include verbal, non-verbal and written communication.
- Learners should be able to select and motivate the use of equipment and technology to communicate in a range of situations. The target audience will determine the appropriate method of communication.

Grade 12

Learners will source markets and investigate the diverse needs of current inbound tourists (link to Learning Outcome 3, Grade 12). Feedback is analysed to determine the level of customer satisfaction and available technology is used to communicate effectively. Learners will reflect on their own contribution with regard to achieving and maintaining service excellence and their effective team participation.

- Learners should source and identify South Africa’s major inbound tourism markets, taking current trends into account (link to Learning Outcome 3, Grade 12). Once the markets have been established, learners should research the diverse needs of each market and determine how they should adapt their own behaviour to meet these needs. This Assessment Standard lends itself to the development of learners’ presentation skills.
- Learners must understand how the service delivered by an organisation impacts on business profitability. They should take into account that different customers have different expectations of service. Learners need to understand that there is a need to measure the way that customers rate the service rendered. They should develop tools to measure service (e.g. customer surveys, questionnaires, follow-up calls or visits). Learners should analyse feedback to determine the extent of customer satisfaction.
- Learners should understand how their actions contribute towards service excellence and develop strategies to achieve and maintain quality service.
- Learners should evaluate their contribution to a team and report on their individual strengths and weaknesses as team members.
- Learners should use available equipment and technology to communicate. Where there is access to businesses, learners should be encouraged to make use of those facilities.

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General)*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. Refer to *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*.



Code

6



Scale

80%-100%
Outstanding



Competence Descriptions

By the end of Grade 10 the learner with outstanding achievement can:

- apply conceptual knowledge of the tourism industry as an interrelated system to explore own and community contribution towards responsible and sustainable tourism in South Africa;
- use a systematic approach and innovative methods to investigate career and entrepreneurial opportunities;
- apply map reading, data analysis and communication skills proficiently across a wide range of tourism contexts.

Grade 11



Cd Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- provide a conceptual analysis of the relationships and interdependence between sectors, sub-sectors and role-players in the tourism industry;
- show creative thinking and sound reasoning in identification of the required knowledge, skills, values and attitudes to function as part of a team in a diverse tourism environment;
- access information independently from a wide range of sources and generate ideas through investigation to critically evaluate environmental and other components present in the community;
- offer varied and sound recommendations for improvement;
- use systemic investigation to provide reasons why tourists visit a destination, and apply diagnostic and creative skills to suggest marketing strategies for a region;
- from a comprehensive range of sources, identify and analyse the benefits of tourism.

Grade 12



Cd Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can:

- apply conceptual knowledge of the tourism industry as an interrelated system, and take initiative to access additional information on environmental components, tourism development and government policies from a wide range of sources;
- demonstrate data collection, analysis and evaluation skills, and is able to make a wide variety of creative, relevant and practical recommendations for tourism product development and marketing;
- present work that is logical and well organised;
- initiate active participation in a team and successfully overcome most of the communication and other barriers that arise.



Code

5



Scale

60%-79%
Meritorious



Competence Descriptions

By the end of Grade 10 the learner with meritorious achievement can:

- holistically understand the tourism industry as an interrelated system and anticipate potential problems in an industry of this nature;
- regularly and independently apply knowledge and understanding when exploring opportunities for contribution towards responsible and sustainable tourism;
- select appropriate tools for investigation: map reading, data analysis and communication skills are constantly applied in a tourism context.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

- critically analyse the relationships and interdependence between sectors, sub-sectors and role-players in the tourism industry;
- through sound reasoning, identify the necessary knowledge, skills, values and attitudes required to function as part of a team in a diverse tourism environment;
- access and investigate information independently from a range of sources to evaluate environmental and other components present in the community, offering practical recommendations for improvement;
- identify and investigate reasons why tourists visit a destination and display creativity when suggesting marketing strategies to a region;
- identify benefits of tourism from a wide range of sources.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

- apply conceptual knowledge of the tourism industry as an interrelated system and access additional information on environmental components, tourism development and government policies without difficulty;
- demonstrate data collection, analysis and evaluation skills and present work that is creative and well organised;
- make recommendations for tourism product development and marketing that are relevant and practical for the local context;
- participate actively in a team and be able to overcome the communication and other barriers that arise.



Code



Scale

4

50%-59%
Satisfactory



Competence Descriptions

By the end of Grade 10 the learner with satisfactory achievement can:

- understand the tourism industry as an interrelated system;
- occasionally need assistance with application of knowledge when exploring unfamiliar areas;
- select appropriate methods for investigation of job and career opportunities;
- apply map reading, data analysis and communication skills, but not constantly or effectively.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- accurately analyse the relationships and interdependence between sectors, sub-sectors and role-players in the industry;
- through reasoning, identify the necessary knowledge, skills, values and attitudes required to function as part of a team in a diverse tourism environment;
- access and investigate information to evaluate environmental and other components present in the community and offer recommendations for improvement;
- through identification and investigation, provide reasons why tourists visit a destination and suggest marketing strategies for a region;
- from a range of given sources, identify the benefits of tourism.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- apply conceptual knowledge of the tourism industry as an interrelated system;
- access, analyse and evaluate information on environmental components, tourism development and government policies and apply it to the relevant contexts;
- show insight and critical thinking when making suggestions and recommendations for tourism product development and marketing;
- participate actively in a team and contribute towards solving problems;
- reflect on a wide range of communication and other barriers.



Code

3



Scale

40%-49%
Adequate



Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

- have basic knowledge and comprehension of the tourism industry as an interrelated system, but needs regular assistance to apply knowledge;
- explore a narrow range of job and career opportunities;
- apply map reading, data analysis and communication skills, but under supervision.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

- analyse the relationships and interdependence between sectors, sub-sectors and role-players in the industry;
- identify the necessary knowledge, skills, values and attitudes required to function as part of a team in a diverse tourism environment, but sound reasoning is lacking;
- access information with some supervision to evaluate a limited range of environmental components present in the community, placing limitations on recommendations for improvement;
- not fully utilise sources, and is thus restricted when identifying and investigating reasons why tourists visit a destination;
- show limited competence when marketing a region.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

- apply sufficient conceptual knowledge of the tourism industry as an interrelated system;
- collect, analyse and evaluate information regarding environmental components, tourism development and government policies, but needs assistance with organisation and application to the relevant contexts;
- generate ideas regarding tourism product development and marketing, but needs assistance in developing them;
- participate actively in a team, but does not do so regularly and needs constant motivation when reflecting on self.



Code

2



Scale

30%-39%
Partial



Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

- have knowledge of the tourism industry as an interrelated system, but lack of understanding of the interdependence between sectors in the industry is evident;
- apply knowledge but erratically, and regular supervision is required for exploration of job and career opportunities;
- apply map reading, data analysis and communication skills, but needs assistance.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

- analyse the relationships and interdependence between sectors, sub-sectors and role-players in the tourism industry, but needs assistance;
- identify the necessary knowledge, skills, values and attitude required to function as part of a team in a diverse tourism environment, but reasoning is lacking;
- access information with some supervision to evaluate a limited range of environmental components, placing limitations on recommendations for improvement;
- not fully utilise resources, and thus is restricted when identifying and investigating reasons why tourists visit a destination;
- demonstrate limited competence when marketing a region and determining the benefits of tourism.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with partial achievement can:

- apply limited conceptual knowledge of the tourism industry as an interrelated system;
- gather information, but needs assistance with analysis, evaluation and organisational skills;
- make recommendations regarding tourism product development, but lacks insight and initiative;
- participate in a team when motivated by educator and peers and is reluctant to reflect on self.



Code



Scale

1

**0%-29%
Inadequate**



Competence Descriptions

By the end of Grade 10 the learner with inadequate achievement can:

- have limited knowledge of tourism as an interrelated system;
- explore and/or investigate job and career opportunities, but constant assistance is required;
- not apply map reading, data analysis and communication skills, and grapples with data analysis.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

- not analyse the relationships and interdependence between sectors, sub-sectors and role-players in the tourism industry;
- identify the necessary knowledge, skills, values and attitudes that are required to function as part of a team in a diverse tourism environment, but lacks insight;
- not access information to evaluate environmental components present in the community, and offers no recommendations for improvement;
- lack investigative and diagnostic skills and is unable to identify and investigate reasons why tourists visit a destination;
- display a narrow understanding when suggesting marketing strategies for a region.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

- not apply conceptual knowledge of the tourism industry as an interrelated system;
- collect, analyse, evaluate and organise information on environmental components, tourism development and government policies, but needs assistance;
- not make recommendations regarding tourism product development and marketing;
- be constantly passive in a team.

GLOSSARY

attraction – a place, event, building or area which tourists want to visit

biodiversity – a variety of wildlife in an area

business plan – an action plan that entrepreneurs draw up for the purpose of starting a business; a guide to running one's business

component – a constituent part

culture – people's customs, clothing, food, houses, language, dancing, music, drama, literature and religion

destination – the end point of a journey

diversity – variety; multiplicity; range; assortment

domestic – within one's own country. A domestic tourist is a person who engages in tourism in his/her own country; domestic flights are those within the airline's own country.

economy – wealth of resources of a community

ecosystem – an area where living and non-living things interact

eco-tourism – a combination of tourism and the environment (e.g. planning before development; sustainability of resources; economic viability of a tourism product; no negative impact on either the environment or local communities; responsibility for the environment from developers, the tourism industry and tourists; environmentally-friendly practices by all parties concerned and economic benefits flowing to local communities)

endangered species – in severe danger of becoming extinct in the near future unless immediate steps are taken to protect the species

environment – the diverse community activities and cultures of a country's inhabitants, as well as its scarce and sensitive natural resources

event – an occurrence of importance

excursionist – a temporary visitor, staying less than 24 hours, including cruise travellers but excluding travellers in transit

fauna – all the animals of a particular area

flora – all the plants of a particular area

gateway – the point of access to a country or region, usually an airport or seaport, although certain frontier points and railway stations can be given the designation

global – worldwide

Greenwich meridian – the meridian of longitude that passes through Greenwich (London) and from which all other meridians are numbered; also known as the prime meridian or the zero meridian

heritage – a very broad expression that describes anything that has a link with some past event or person (e.g. cultural heritage refers to past customs and traditions with the unspoken implication that these are worthwhile or creditable)

heritage site – a place that capitalises on its connection with heritage

human-made attraction – an attraction created by people

icon – a symbol representing something

inbound tourist – tourist coming into a country from another country

international tourist – tourist travelling to and between foreign countries

itinerary – the written details of a customer's travel arrangements in the form of dates, times and destinations

local – belonging to a particular place or region

macro business – a large, formal business that employs many people

micro business – a small, often informal, business that employs very few people

natural attraction – a tourist attraction that has not been made or created by people

natural disaster – a destructive force (e.g. earthquake, flood, volcanic eruption)

outbound tourist – a tourist departing to a destination beyond the borders of the country of residence

profitability – capacity to make profit

region – an area of land having more or less definable boundaries

sector – a part or branch of the whole industry that provides particular goods and/or services

service – work done for the benefit of another

service delivery – the manner in which customer needs are met

service provider – a person or company that supplies a particular service

souvenir – a product purchased by a tourist as a reminder of a holiday

sustainable – something which can be kept in the same or a better condition for the future

tourism – the all-embracing term for the movement of people to destinations away from their place of residence for any reason other than following an occupation, remunerated from within the country visited, for a period of 24 hours or more

tourism geography – the knowledge of countries, regions, major cities, gateways, famous icons, monuments, building structures, and geographical features such as rivers, seas, mountains, deserts and time zones

tourism industry – a group of businesses that provide services and facilities for consumption by tourists

tourism infrastructure – roads, railway lines, harbours, airport runways, water, electricity, other power supplies, sewerage disposal systems and other utilities to serve not only the local residents but also the tourist influx (suitable accommodation, restaurants and passenger transport terminals form the superstructure of the region)

tourism product – different things to the various members of the tourism industry. To the hotel it is 'guest-nights'. To the airline it is the 'seats flown' and the 'passenger miles'. To the museum, art gallery or archaeological site, the product is measured in terms of the number of visitors. For the tourist the product is the complete experience resulting from the package tour or travel facility purchased, from the time they leave home until their return.

tourist – one who travels for a period of 24 hours or more in a place other than that in which he or she usually resides, whose purpose could be classified as leisure (whether for recreation, health, sport, holiday, study or religion), business, family, mission or meeting

tourist facility – a feature created for utilisation by tourists

tourist route – a route developed to attract tourists to an area to view or experience something unique to that area (e.g. wine route, whale route, heritage route, battlefield route)

tourist trend – a general tendency to visit a country, region or destination or to pursue a specific tourist activity

world heritage site – a site designated by UNESCO as being of special historical, cultural or natural importance

