



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **CURRICULUM AND ASSESSMENT POLICY STATEMENT**

**(CAPS)**

**TOURISM**  
**FINAL DRAFT**

# NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR TOURISM

## SECTION 1

### 1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
  - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
  - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
  - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### 1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
  - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
  - Progression; content and context of each grade shows progression from simple to complex;
  - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. 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;
  - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - 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.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can

only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

(a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

(b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

### 1.4.2 Intermediate Phase

(a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

<b>Subject</b>	<b>Time allocation per week (hours)</b>
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

<b>Subject</b>	<b>Time allocation per week (hours)</b>
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2

### 2.1 The subject tourism

Tourism is the study of the activities, services and industries that deliver a travel experience to groups or individuals. It includes the behaviour and motivation of tourists, the businesses which serves tourists and the economic, social and environmental impact of tourism on South Africa

The table below indicates the main topics in the Tourism curriculum

1	Tourism sectors
2	Map work and tour planning
3	Tourism attractions
4	Culture and heritage
5	Green tourism
6	Foreign exchange
7	Tourism trends
8	Communication and customer care
9	Regional and domestic tourism
10	Marketing of tourism products

### 2.2 In the subject Tourism learners will study:

- The types of tourists and the purpose of their travelling
- The different tourism sectors, with special reference to transport, hospitality, travel organising and support services, and the attraction sector
- Map work in a tourism context
- Foreign exchange concepts and the buying power of different foreign currencies
- The influence of world time zones on travel
- South Africa and the SADC countries as tourism destinations
- World famous icons and World Heritage sites
- Ecotourism and strategies to protect the environment
- The role of marketing of tourism products in the tourism industry
- Technology in tourism
- Customer care and the value of service excellence
- Tour planning

### 2.3 Time allocation for the subject Tourism in the curriculum

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

## 2.4 Requirements to offer the subject Tourism


Resources to offer tourism as a subject are the **responsibility of the school**

- Each learner should have
  - a. a textbook
  - b. a good quality colour road map of South Africa, indicating cities, towns, airports, harbours, etc. (grade 10)
  - c. a good quality colour map of the SADC countries, indicating cities, towns, airports, harbours, etc. (grade 11)
  - d. a political map of the world and a time zone map (grade 12)
  - e. access to a variety of tourism magazines, the GSA Travel Marketing Magazine and a variety of brochures, tourist maps and advertising booklets (e.g. hotel brochures, booklets and maps of South Africa's National Parks (SANParks), etc.)
  - f. access to the White Paper on the Promotion and Development of Tourism in South Africa (1996)
- The school should subscribe to at least one tourism industry magazine and /or travel magazine, to be available for the teacher to keep abreast with new developments in the tourism industry. These resources must be available in the classroom and not in the library. These magazines can also be accessed and read on the Internet
- The tourism classroom should be secure, with doors that lock, and burglar-proofing if possible. Enough cupboards should be available to store and lock away all these resources
- The teacher should have access to the internet to source, download and print relevant and new information, as tourism is an industry with constant new trends and developments such as flight schedules, car-hire packages, tour packages, etc. The teacher should also have email facilities
- Access to basic audio-visual resources like a television set, DVD player, laptop and data projector is highly recommended

## SECTION 3



### 3.1 Overview of topics

For detailed information refer to the annual teaching plans

Topic	Grade 10	Grade 11	Grade 12
<b>Tourism sectors</b> <i>Including career opportunities</i>	Tourism and tourist concepts. Types of tourists. Reasons for travelling. Services, facilities and products offered by sectors and sub-sectors. Role players in the tourism industry Impact of global occurrences, political situations and unforeseen occurrences on tourism	Transport services in South Africa: Airports, airlines and airport operations in South Africa. Technology used at airports. Tourism buses, tourism trains, luxury cruise liners Car rental Job, career and entrepreneurial opportunities in the different tourism sectors	Basic Conditions of Employment The purpose and value of a Code of Conduct. The Tourism Sector Strategy
<b>Map work and tour planning</b>	Map work terminology, different types of maps in tourism context. Locate continents, oceans, tourism regions, island groups and neighbouring countries on a map. The use of distance tables. Electronic maps such as Google street maps.	Locate tourist attractions in the SADC countries on a map	Develop tour plans (transport, attractions, accommodation, itinerary, travel documents, etc.) Time zones and daylight saving time and the impact on travel planning. Estimate tour costs. Plan a day-by-day itinerary. Travel entry documents and regulations. World time zones
<b>Tourism attractions</b>	The nine provinces of South Africa as tourism destinations South African wildlife as tourism attraction	The Southern African Development Community (SADC) as tourist destinations. Tourism attractions in SADC countries	World famous icons and tourism attractions. Factors contributing to the success of a tourist attraction
<b>Culture and heritage</b>	Concepts: culture, heritage, Rainbow Nation, cultural diversity. Elements of culture. Conserving heritage for future generations. Local heritage sites of significance	Diversity in SA promoting inbound and domestic tourism. Uniqueness of various cultures. SA National symbols. SA Heritage bodies. Special heritage permits and protection regulations	The world heritage sites of South Africa. Why they meet UNESCO criteria. The value of the world heritage sites to the South African tourism industry.
<b>Green tourism</b>	Concepts: environment, eco-tourism, sustainable, responsible tourism Good environmental practices	Global strategies to protect the environment. The World Summit on Sustainable Development. The role of tourism to protect the environment. Our carbon footprint	Environmental, social and economic factors impacting on sustainable and responsible tourism development. The triple bottom-line approach. Corporate Social Responsibility / Investment
<b>Foreign exchange</b>	Foreign exchange concepts. Major currencies of the world. Where can foreign currencies be exchanged?		The buying power of different currencies. Currency conversions. The effect of exchange rates on inbound and outbound tourists
<b>Communication and customer care</b>	Verbal, non-verbal and written communication Strategies to present a professional image in a variety of tourism contexts "Service" and "service excellence"	Cross cultural communication Dealing with customer complaints Strategies to achieve quality service	The value of service excellence for the tourism industry and to economic growth. Customer satisfaction and feedback. Service Excellence Initiative (2010). The impact of improved service delivery
<b>Tourism trends</b>	Technology used in hotel rooms. Equipment used to communicate in a business environment Domestic tourism: inter provincial travel and intra provincial travel. Tourist statistics (provinces)	Global distribution systems (GPS) and central reservation systems (CRS)	The impact of hosting a global event Payment methods and technology used for payment 
<b>Regional and domestic tourism</b>	Intra-provincial travel and inter-provincial travel. Statistics about length of stay and expenditure per tourist per province	Domestic tourism: objectives. Domestic Growth Strategy (the seven domestic market segments). Regional tourism advantages for South Africa and SADC member states	
<b>Marketing</b>		Marketing of tourism developments and products. Concepts, principles, strategies	International marketing opportunities

### 3.2 Teaching plans

- The teaching plan indicates the minimum content to be covered per term. It is compulsory to cover the indicated content in the specific term.
- Each term comprises of ten weeks. Teachers should adapt their work schedules to accommodate the number of weeks in each term according to the school calendar of the specific year
- The sequence of the content listed for the term is in no specific order. Teachers should design their work schedules (or use or adapt the one from their textbook) to teach the content per term using any appropriate sequence and pace.
- Each week has a compulsory contact time of four hours for the subject Tourism. This time given is an approximate indication of how long it could take to cover the content, including other class activities such as daily and formal assessment.
- The following must be incorporated throughout the teaching of Tourism, whether it is indicated in the annual teaching plan or not:
  - Awareness of career opportunities
  - Awareness of service excellence
  - Awareness of South Africa as a unique tourist destination
  - Promotion of national pride

	Topic	Grade 10 term 1	Content
1	<b>Tourism sectors</b>	<ul style="list-style-type: none"> <li>What is tourism? The difference between inbound and outbound tourism</li> <li>Concepts: domestic tourism, regional tourism and international tourism</li> </ul>	
2	<b>Tourism sectors</b>	<ul style="list-style-type: none"> <li>What is a tourist?</li> <li>Why do people travel and what are their needs?</li> <li>Focus on the following types of tourists: VFR-; leisure-; adventure-; business-; shopping-; health-; eco-; cultural-; religion-; sport and recreation- ; education-; special interest tourists (SIT); incentive; backpacking / youth travel; gap year</li> </ul>	
3	<b>Tourism sectors</b> <i>Transport</i>	<ul style="list-style-type: none"> <li>Different modes of transport. Advantages and disadvantages of each. The social, economic and environmental impact of each mode</li> <li>Routes, capacity, services and related fares, speed and time factor, safety of each mode</li> <li>Link the most suitable mode(s) of transport to purpose of the trip</li> </ul>	
4	<b>Tourism sectors</b> <i>Hospitality</i>	<p>Different types of accommodation establishments. The services and products facilities offered by each:</p> <ul style="list-style-type: none"> <li>formal service accommodation (hotels, lodges)</li> <li>guest accommodation (guest houses, B&amp;Bs)</li> <li>self catering accommodation (chalets, houses, cottages, apartments)</li> <li>caravan and camping establishments</li> <li>back-packers and hostels</li> <li>game lodges</li> </ul> <ul style="list-style-type: none"> <li>Different types of establishments that offer meals and/or drinks, such as full service restaurants, fast food outlets, home delivery/ take away, cafes, pubs, bars, taverns, nightclubs and lounges. The services and products offered by each</li> </ul>	
5	<b>Tourism sectors</b>	<ul style="list-style-type: none"> <li>The South African grading system for accommodation establishments.</li> <li>The function of the Tourism Grading Council of SA (TGCSA).</li> <li>Star grading system, logos that may be displayed upon grading. Grading procedure</li> <li>Concepts and terminology used in the hospitality sector such as a la carte, twin sharing, per person, etc.</li> </ul>	
6	<b>Tourism trends</b> <i>Technology</i>	<ul style="list-style-type: none"> <li>Technology in hotel rooms: electronic safe, telephonic messages, wake-up calls, electronic key cards, electricity activation using electronic key card, VDA – Virtual Desktop Access – interactive TV, ordering from restaurants, movies-on-demand, view and pay hotel bill</li> </ul>	
7	<b>Tourism sectors</b> <i>Attraction</i>	<p>The attraction sector (subsectors: gaming and lotteries, leisure, conservation, sport and recreation, events and conferences)</p> <ul style="list-style-type: none"> <li>Types of Tourism attractions (man-made, natural, mixed) and their functions in the tourism industry.</li> <li>Primary and secondary Tourism attractions (e.g. the 2010 Fifa World Cup was the primary attraction but the secondary attraction could have been a visit to Robben Island)</li> <li>Services, facilities and products offered by each sub sector</li> <li>Link the type of attraction to the appeal it would have for particular type of tourists</li> </ul>	
8	<b>Tourism sectors</b> <i>Role players Government</i>	<p>Role-players in the tourism industry: the public sector (government)</p> <ul style="list-style-type: none"> <li>The National and Provincial Tourism Departments</li> <li>The nine Provincial Tourism Authorities</li> <li>District/Metro and local governments all have their own destination marketing organisations</li> <li>Department of Home Affairs for passport applications</li> <li>Consulates and embassies for visa applications</li> </ul>	
9	<b>Tourism trends</b>	<ul style="list-style-type: none"> <li>Global events, political situations, unforeseen occurrences</li> <li>The positive and negative impact of these events on tourism and on the economy of the country</li> </ul> <p><i>Resources: Recent information should be accessed from the media.</i></p>	
10	<b>Tourism Trends 2010</b> 	<ul style="list-style-type: none"> <li>Examples of global events of international significance, e.g. Olympics, World Summit on Sustainable Development, sporting events such as 2010 Fifa World Cup, Wimbledon, Comrades, Tour de France.</li> <li>Examples of recent political situations such as the war in Iraq, the political situation in Zimbabwe.</li> <li>Examples of unforeseen occurrences such as the tsunami in South East Asia, H1NI pandemic, the global recession, diseases, natural disasters, terrorist activities, accidents and economic upsets</li> </ul> <p><i>Resources: Recent information should be accessed from the media</i></p>	


**Formal assessment term 1:**

Test 75%  
Project OR field trip 25%

**Project term 1:**

Types of hotels. What do you expect to find in the rooms of these hotels? Technology in hotel rooms  
OR The significance of global events  
OR unforeseen occurrences

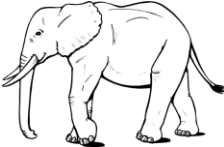
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

	Topic	Grade 10 term 2	Content
1	<b>Tourism sectors</b> <i>Role players</i>		Role-players in the tourism industry: The private sector <ul style="list-style-type: none"> <li>Commercial sector: tour operators, travel agents, booking agencies, tour guides, conference organisers, travel press (journalism), travel insurance and finance, or any other business that makes a profit through tourism such as retail trade. (Examples: souvenir shops, restaurants, manufacturers of goods for the tourist trade)</li> <li>Non-commercial: local communities, environmental organisations, tourists</li> </ul>
2	<b>Tourism sectors</b> <i>Role players</i>		Role players in the tourism industry: tourism business and professional associations The main function of each, and the most important services offered by each <ul style="list-style-type: none"> <li>TBCSA: Tourism Business Council of South Africa</li> <li>SATSA: South African Tourism Services Association</li> <li>FEDHASA: Federated Hospitality Association of South Africa</li> <li>ASATA: Association of Southern African Travel Agents</li> <li>SAACI: The Southern African Association for the Conference Industry</li> <li>SAVRALA: The Southern African Vehicle Renting and Leasing Association</li> <li>FTTSA: Fair Trade in Tourism in South Africa</li> <li>SAYTO: South Africa Youth Travel Organisation</li> <li>TEP: Tourism Enterprise Partnership</li> </ul> 
3	<b>Map work</b>		<ul style="list-style-type: none"> <li>Map terminology and map symbols such as scale, direction, legends, time zones, latitude, longitude and Universal Time Co-ordinate (UTC)</li> </ul> <i>Resources: Different types of colour maps, as needed for all sections on map work and tour planning</i>
4	<b>Map work</b>		Different types of maps in a tourism context: <ul style="list-style-type: none"> <li>General reference maps, road and street maps, political maps, physical maps, specialist maps (reflecting climate, airports, railways, etc.), tourist information maps (national parks, World Heritage sites, tourist Tourism attractions in specific areas, hiking trails, rambles, meanders)</li> <li>New Information and Communication Technology (ICT): Global Positioning Systems (GPS), Google Street maps, Google Earth and other maps on the internet and its value to tourism</li> </ul>
5	<b>Map work</b>		<ul style="list-style-type: none"> <li>Identification of South Africa's borders, neighbouring SADC countries, provinces, capital cities, international airports, harbours, national highways, gateways, major mountains, rivers and dams, on a colour map</li> </ul>
6	<b>Map work</b>		Locate the following on a colour map of the world: <ul style="list-style-type: none"> <li>South Africa and the SADC countries</li> <li>Seven continents: Asia, Africa, Europe, North America South America, Oceania, Antarctica</li> <li>Three oceans: Indian; Atlantic, Pacific</li> <li>Islands: Mediterranean, Caribbean, Indian Ocean</li> <li>Tourism regions: Far East, Middle East, South East Asia &amp; Pacific, Russia</li> </ul>
7	<b>Map work</b>		<ul style="list-style-type: none"> <li>United Kingdom, Western Europe, Eastern Europe, Central Europe, Northern Europe (Scandinavian and Nordic countries),</li> <li>Americas: South America (Brazil, Argentina, Honduras, Chile) North America (Mexico, USA, Canada, Alaska)</li> <li>Australasia: Australia, New Zealand</li> </ul>
8	<b>Map work</b> <i>Distance tables</i>		<ul style="list-style-type: none"> <li>The use of distance tables to determine distances between the towns/cities in your province</li> <li>The use of distance tables to determine distances between South Africa's major cities</li> <li>Calculating distances travelled for a tour, e.g. Use a road map of South Africa to plot a route for a tour in your province on the map. Indicate the direction of travel, the number of nights that tourists will spend in a town/city and calculate distances travelled and time spent travelling for each leg of the tour (drive <math>\pm</math> 100 km in one hour)</li> </ul>
9-10			Midyear exams

<b>Formal assessment term 2:</b>	
Test	25%
Midyear exam	75%

<b>PAT term 2:</b>
Hand in first phase

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed
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	Topic	Grade 10 term 3	Content
1	<b>Tourism attractions</b> <i>Provinces of South Africa</i>	<u>Eastern Cape, Free State and Gauteng</u> : Location within South Africa Short description of province as a tourist destination (climate, rainfall, capital city, main languages, gateways, airports and harbours). The following Tourism attractions: <b>EC</b> : Addo Elephant National Park, National Arts Festival Grahams town, Great Fish River (canoeing), the world's highest bungee jump at Bloukrans <b>Free State</b> : Vredefort Dome World Heritage Site, Golden Gate Highland National Park <b>Gauteng</b> : Cradle of Humankind, Apartheid Museum, Gold Reef City	
2	<b>Tourism attractions</b> <i>Provinces of South Africa</i>	<u>Kwa-Zulu-Natal and Limpopo</u> : Location within South Africa Short description of province as a tourist destination (climate, rainfall, capital city, population and main languages, gateways, airports and harbours). The following Tourism attractions: <b>KZN</b> : iSimangaliso (Greater St Lucia) Wetland Park World Heritage Site, Ukahlamba- Drakensberg Park World Heritage Site, Durban Beachfront (The Golden Mile / Marine Parade), Hluhluwe-Umfolozzi Game Reserve, uShaka Marine World, The Battlefields, Comrades Marathon, sardine run <b>Limpopo</b> : Mapungubwe Cultural Landscape World Heritage Site, Greater Limpopo Transfrontier Park, Modjadji Cycad Reserve, Kruger National Park, African Ivory Route	
3	<b>Tourism attractions</b> <i>Provinces of South Africa</i>	<u>Mpumalanga, Northern Cape, North West Province</u> : Location within South Africa Short description of province as a tourist destination (climate, rainfall, capital city, main languages, gateways, airports and harbours). The following Tourism attractions: <b>Mpumalanga</b> : Kruger National Park, the Panorama Route (Pilgrim's Rest, Blyde River Canyon, God's Window, Bourkes Luck Potholes, Echo Caves) <b>Northern Cape</b> : Kimberley Big Hole & Mine Museum, Richtersveld Cultural and Botanical Landscape World Heritage Site, Ai/Ais/Richtersveld Transfrontier Park, Kgalagadi Transfrontier Park, Namaqualand floral beauty, South African Large Telescope (SALT) in Sutherland <b>North West</b> : Sun City and Lost City, Pilanesberg Game Reserve, Aardklop Arts Festival	
4	<b>Tourism attractions</b> <i>Provinces of South Africa</i>	<u>Western Cape</u> : Location within South Africa Short description of province as a tourist destination (climate, rainfall, capital city, main languages, gateways, airports and harbours). The following Tourism attractions: Table Mountain Cable Way, Cape Point, V&A Waterfront, Robben Island, Cape Floral Kingdom World Heritage Site, Garden Route, Kirstenbosch Botanical Gardens, cape vineyards, wine routes, Cango Caves, ostrich farms, Cape Argus Cycle Tour, Klein Karoo National Arts Festival, Cape Minstrel Parade	
5	<b>Tourism attractions</b> <i>Wildlife</i>	Importance of wildlife as a tourist attraction SA National Parks. Location on a map. What is protected in each park <ul style="list-style-type: none"> <li>The following SA National Parks: Addo Elephant, Au-grabies, Bontebok, Golden Gate, Garden Route (Tsitsikamma, Knysna, Wilderness), Kruger, Mapungubwe, Mountain Zebra, Namaqua, Table Mountain, West Coast</li> <li>Transfrontier parks: Ai-/Ais/Richtersveld, Kgalagadi, Great Limpopo</li> <li>Transfrontier conservation areas: Limpopo-Shashe (SA, Zimbabwe and Botsana) Maluti-Drakensberg (Lesotho and SA)</li> </ul>	
6	<b>Green Tourism</b> <i>Ecotourism</i>	<ul style="list-style-type: none"> <li>Environment (natural, physical, cultural, manmade)</li> <li>Ecotourism (components: tourism, conservation, and local communities)</li> </ul>	
7	<b>Green tourism</b> <i>Sustainable, responsible tourism</i>	<ul style="list-style-type: none"> <li>Sustainable tourism: Terminology: green tourism, wildlife, fauna &amp; flora, habitat, endangered, red data list, biodiversity, natural environment, ecosystem, extinct, indigenous, alien, threatened, culling, poaching, legal hunting, over-consumption, blue flag beaches</li> <li>Responsible tourism: economical, social and environmental responsibilities</li> <li>Positive and negative effects of tourism on local communities</li> </ul>	
8	<b>Green tourism</b> <i>Environmental practices</i>	Good environmental practices: <ul style="list-style-type: none"> <li>Recycling, litter control, pollution, conservation of energy, water and other scarce and sensitive resources, health (malaria and bilharzia), soil erosion</li> <li>Rules for tourist behaviour in the natural environment</li> <li>How tourism will benefit from good environmental practices</li> </ul>	
9	<b>Domestic tourism</b>	<ul style="list-style-type: none"> <li>Intra-provincial travel and inter-provincial travel</li> <li>Statistics about the most visited provinces</li> <li>Tourist arrival statistics to determine length of stay in each province, provincial distribution of tourists and average expenditure per tourist (domestic tourists only)</li> </ul> Resources: <a href="http://www.statssa.gov.za">www.statssa.gov.za</a> <a href="http://www.satourism.co.za">www.satourism.co.za</a>	

**Assessment term 3**

Open book test 50%  
Test 50%





**PAT term 3:**

Hand in phase 2

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

	Topic	Grade 10 term 4 Content
1	<b>Culture and heritage</b>	<ul style="list-style-type: none"> <li>• Concepts: culture, cultural diversity. Rainbow Nation</li> <li>• Elements of culture such as architecture and interiors, arts and crafts, cuisine, music and dance</li> <li>• Concepts: heritage, heritage sites, national heritage</li> <li>• The importance and value of conserving heritage for future generations</li> </ul>
2	<b>Culture and heritage</b>	<ul style="list-style-type: none"> <li>• Cultural heritage sites, such as monuments, museums, historical buildings, paleontological objects</li> <li>• Natural heritage sites, such as places of natural beauty, geological features, etc.</li> <li>• The heritage "badge" which identifies sites declared national heritage sites</li> </ul>
3	<b>Culture and heritage</b>	<ul style="list-style-type: none"> <li>• Identify any TWO local heritage sites of significance. They could be cultural, or natural, e.g. architectural, geological, have exceptional bio-diversity value, etc. (Local=town/area/province)</li> <li>• Give reasons why they are significant, and should be protected and preserved</li> <li>• Resources: <a href="http://www.southafrica.net">www.southafrica.net</a>: A list of significant or important heritage sites to guide e.g. Constitution Hill, Hector Peterson Museum, Pilgrims Rest <a href="http://www.sanparks.org/people/heritage">www.sanparks.org/people/heritage</a></li> </ul>
4	<b>Foreign exchange</b>	<ul style="list-style-type: none"> <li>• Concepts: local currency, foreign currency, foreign exchange, exchange rate, daily fluctuations, strong / weak Rand, buying power of a currency</li> <li>• Major currencies of the world, their currency codes and symbols. US Dollar, EURO, British Pound, Australian Dollar, Japanese Yen, Brazilian Real, Swiss Frank, South African Rand</li> <li>• Where foreign currency can be exchanged, e.g. foreign exchange bureaus, commercial banks, etc.</li> </ul>
5	<b>Communication and customer care</b>	<ul style="list-style-type: none"> <li>• Verbal, non-verbal and written communication</li> <li>• Forms of written communication used in the tourism industry (including email), e.g. how to make a reservation</li> <li>• Verbal communication: business communication etiquette in different situations in the tourism industry: face-to-face and telephonic: land lines and cell phones</li> <li>• Forms of non-verbal communication such as body language</li> <li>• Understanding tourists' needs</li> <li>• Tourism road signs as a way of communication in the tourism industry</li> </ul>
6	<b>Communication and customer care</b>	<p>A variety of strategies to present a professional image in a variety of tourism contexts:</p> <ul style="list-style-type: none"> <li>• Company image: uniform, logos, stationery, policies and procedures, employees and colleagues</li> <li>• Own image: appropriately dress code, personal hygiene, grooming</li> </ul>
7	<b>Communication and customer care</b>	<p>The concepts "service" and "service excellence"</p> <ul style="list-style-type: none"> <li>• The importance and value of providing quality service</li> <li>• Difference between product and service, the procedure/way in which it is offered, attitude of service provider</li> <li>• The difference between good and poor service. The consequences of poor and excellent service delivery. Recommendations for improvement of service delivery</li> </ul> <p>Resources: Case studies relating to service delivery. (<a href="http://www.helopeter.com">www.helopeter.com</a>)</p>
8	<b>Tourism trends</b>	<ul style="list-style-type: none"> <li>• The various types of equipment and technology used to communicate in a tourism business environment: telephone, fax machine, photocopying machine and computer (Include email and video conferencing and teleconferencing)</li> <li>• Functions, advantages and disadvantages of each</li> </ul>
9-10	<b>End-of-the –year examinations</b>	

	SBA 25%	PAT 25%	EXAM 50%
Term 1	100	Practical Assessment Task 1 50	Written exam 200
Term 2	100	Practical Assessment Task 2 50	
Term 3	100		
	300 convert to 100	100	200
<b>Total mark: 100 + 100 + 200 = 400 ÷ 4 = 100</b>			

	Topic	Grade 11 term 1	Content
1	<b>Green tourism</b> <i>Global strategies</i>		Strategies that allow people to meet their needs without permanently harming the environment in the process. <ul style="list-style-type: none"> <li>• Concepts: summit, convention, protocol, delegate</li> <li>• Global strategies to protect the environment: The World Heritage Convention, (1972); The Ramsar Convention on Wetlands (1975); The Kyoto Protocol. (Implementation date, who is responsible for it, relevant facts on the strategy)</li> <li>• How tourism businesses in South Africa can contribute to a greener business environment</li> </ul>
2	<b>Green tourism</b> <i>Global strategies</i>		World Summit on Sustainable Development (2002): <ul style="list-style-type: none"> <li>• The significance of this summit. The WSSD implementation plan. What it agrees to and the timeframes.</li> <li>• New summits as a direct result of the WSSD, such as Copenhagen in 2009, etc.</li> </ul> 
3	<b>Green tourism</b> Carbon footprint		Our carbon footprint: Concept: carbon footprint Factors influencing our own carbon footprint (carbon footprint calculators can be used) How to limit our own carbon footprint & that of the tourism industry Advantages of reduced carbon footprint for future generations
4	<b>Tourism sectors</b> <i>Air travel</i>		Transport services in South Africa. Airports, airlines and airport operations <ul style="list-style-type: none"> <li>• Terminology: gateway, inbound, outbound, domestic flights, regional flights, inter-continental flights, transcontinental flights, trans Atlantic flights, long haul flights, short haul flights, chartered flights</li> <li>• South Africa's international and national airports. International status of airport (cargo only or passenger and cargo) Airports operated by Airports Company of South Africa (ACSA)</li> <li>• Other major airports, including those not operated by ACSA</li> </ul>
5	<b>Tourism sectors</b> <i>Air travel</i>		<ul style="list-style-type: none"> <li>• Airlines operating in South Africa: SA's national carrier, budget airlines, international carriers operating in South Africa</li> <li>• Seating configuration in an aircraft: business class, first class, economy class. How to locate your seat in an aircraft. Aisle seats and window seats</li> <li>• Airport or aircraft terminology: terminal, gate, boarding pass, check inn counter, security check point, boarding, carousel, baggage claim area, aisle, galley, cockpit, overhead storage bins, tray tables</li> </ul>
6	<b>Tourism sectors</b> <i>Air travel</i>		<ul style="list-style-type: none"> <li>• Check-in-procedures, security checks, boarding procedures</li> <li>• Free baggage and checked baggage. Baggage allowances</li> <li>• Safety procedures before take-off</li> <li>• Interpretation of airline timetables and rate sheets</li> </ul>  <p style="text-align: right;"><b>SOUTH AFRICAN AIRWAYS</b></p>
7	<b>Tourism sectors</b> <i>Air travel</i>		Technology at airports: <ul style="list-style-type: none"> <li>• Speed check-in kiosks, baggage wrap equipment, x-ray security scanners, biometric scanners, thermal body scanners, metal detectors, information display boards, touch screen information systems, PDA's used for air travel ("iTravel") (electronic information e.g. travel documents, tickets, identification, boarding passes )</li> </ul>
8	<b>Tourism sectors</b> <i>Bus</i>		The tourism bus industry: <ul style="list-style-type: none"> <li>• Major tourist transporters, different types of buses: mini, coach, mega buses, sleeper coaches, designated buses</li> <li>• Interpretation of bus schedules</li> </ul>
9	<b>Tourism sectors</b> <i>Train</i>		The tourism train industry: <ul style="list-style-type: none"> <li>• Difference between commuter trains and tourists trains. Shosholoz Meyl + Premier Classe, Gautrain</li> <li>• Terminology: coaches, coupé, compartment, tourist class, economy class, bedding tickets, dining car</li> <li>• Specialist tourist trains: Apple Express, Outeniqua Choo-tjoe.</li> <li>• Luxury trains: Blue Train, Rovos Rail, Shongololo Express</li> <li>• Reading and interpretation of train schedules</li> </ul> 
10	<b>Tourism sectors</b> <i>Cruise liners</i>		The luxury cruise liner industry. <ul style="list-style-type: none"> <li>• Terminology: state rooms, cabins, decks.</li> <li>• Facilities and entertainment on board.</li> <li>• Interpretation of luxury cruise liner packages</li> </ul>
Formal assessment term 1:		Project for term 1:	
Test 75%		Research on green tourism OR	
Project or field trip 25%		Technology at airports and in aircrafts	
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed			

	Topic	Grade 11 term 2 Content
1	<b>Tourism sectors</b> <i>Car rental</i>	Car rental: <ul style="list-style-type: none"> <li>• Reasons why tourists hire vehicles. Types of tourists utilising these products and services</li> <li>• Major car rental companies in South Africa</li> <li>• Who qualifies to hire vehicles?</li> </ul>
2	<b>Tourism sectors</b>	<ul style="list-style-type: none"> <li>• Available rental packages</li> <li>• Basic calculations (include daily rate + km charges, insurances, contract fee)</li> </ul> <i>Resources: GSA Travel Agents' Sales Guide or the internet for examples of car rental packages.</i>
3	<b>Domestic tourism</b>	<ul style="list-style-type: none"> <li>• What is domestic tourism?</li> <li>• Why focus on the domestic market?</li> <li>• Benefits of domestic tourism for the economy, the people and the environment</li> <li>• Introduction to the Domestic Tourism Growth Strategy</li> </ul> <i>Resources: <a href="http://www.tourism.gov.za">www.tourism.gov.za</a> - click on Documents, then on Policies &amp; Legislation)</i>
4	<b>Domestic tourism</b>	<ul style="list-style-type: none"> <li>• Objectives for promoting domestic tourism: GDP growth, job creation, transformation</li> <li>• How to meet objectives: increase expenditure (more trips, length of stay, average trip expenditure), reduce seasonality (year round travel), improve the geographic spread of tourism, increase volumes, safety and crime prevention</li> </ul>
5	<b>Domestic tourism</b>	The seven domestic travel market segments according to the Domestic Tourism Growth Strategy: <ul style="list-style-type: none"> <li>• Young and upcoming, independent young couples and families, striving families, well off homely couples, home based low income couples, basic needs older families, golden active couples</li> <li>• Segment specific strategies for domestic tourism growth. Strategic objectives in terms of the consumer segments: <i>Resources: <a href="http://www.tourism.gov.za">http://www.tourism.gov.za</a></i></li> </ul>
6	<b>Culture and heritage</b>	How diversity in South Africa is used to promote inbound and domestic tourism. SA National symbols – e.g. coat of arms, National Bird, -Animal, - flower,-fish,-tree, National Anthem
7	<b>Culture and heritage</b>	The uniqueness of the various cultures that attract tourists to South Africa, such as folklore, dress and cuisine of different cultural groups, practices such as gumboot dancing (mine culture), township kwaito art, sangomas, traditional medicine and traditional healing, small chiefdoms with traditional leaders, Ndebele art, Zulu dances in traditional attire, rickshaws, San, art festivals
8	<b>Culture and heritage</b>	South African heritage bodies: <ul style="list-style-type: none"> <li>• South African Heritage Resource Agency (SAHRA): functions and logo</li> <li>• Awareness of special heritage permits and protection regulations (structures older than 60 years, archaeological and paleontological sites and materials, meteorites, shipwrecks, burial grounds and graves)</li> </ul>
9 –10		<b>Mid-year examinations</b>


Formal assessment term 2:

Test 25%  
Midyear exam 75%

PAT term 2:

Hand in first phase of PAT

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

	Topic	Grade 11 term 3 Content
1	<b>Regional tourism</b>	<ul style="list-style-type: none"> <li>• Concept: “regional tourism”</li> <li>• Advantages of regional tourism for South Africa and the SADC member states</li> <li>• Name the SADC member countries and identify their location and capital cities on a map</li> <li>• Identify the accessibility of each country from South Africa (by road, air or water) and the major airport/harbour of the country (tourism context)</li> <li>• Role of Regional Tourism Organisation of Southern Africa (RETOSA)</li> </ul> <p><i>Resources: Clear, colour ROAD map of South Africa and the SADC countries</i>  <i>SADC website <a href="http://www.sadc.int">www.sadc.int</a> for updated information on SADC membership countries</i></p>
2	<b>Tourism attractions SADC</b>	<p>Main tourist Tourism attractions in the SADC countries: location on a map, short description of attraction (with pictures/photos), reasons why it is considered a top tourist attraction</p> <ul style="list-style-type: none"> <li>• Angola: Kissama National Park, Namib Desert</li> <li>• Botswana: Okavango Delta, Chobe National Park, The Tsodilo Hills World Heritage Site (Kalahari Desert)</li> <li>• Congo (DRC): Kahuzi-Biega National Park World Heritage Site, Virunga National Park World Heritage Site, Salonga National Park World Heritage Site</li> </ul>
3	<b>Tourism attractions SADC</b>	<ul style="list-style-type: none"> <li>• Lesotho: Lesotho Highlands: uKlahaamba-Drakensberg Park and Maluti Mountains, Basotho pony trails, Katse Dam and Lesotho Highlands Water Project, Sani Pass</li> <li>• Madagascar: Tsingy de Bemaraha Nature Reserve World Heritage Site, Royal Hills of Ambohimanga World Heritage Site</li> <li>• Mauritius: Port Louis, Grand Baie, Chamarel Falls and the coloured earths of Chamarel, Tamarin Bay</li> </ul>
4	<b>Tourism attractions SADC</b>	<ul style="list-style-type: none"> <li>• Mozambique: Cahora Bassa Dam, Lake Niassa, Bazaruto Archipelago, Island of Mozambique World Heritage Site</li> <li>• Namibia: Fish River Canyon, Etosha National Park, Namib and Kalahari Deserts, Skeleton Coast</li> </ul>
5	<b>Tourism attractions SADC</b>	<ul style="list-style-type: none"> <li>• Malawi: Lake Malawi, Liwonde National Park</li> <li>• Seychelles: Beaches and leisure activities on the islands</li> <li>• Swaziland: Hlane Royal National Park, Royal Swazi Sun Hotel, Mkhaya Game Reserve,</li> </ul>
6	<b>Tourism attractions SADC</b>	<ul style="list-style-type: none"> <li>• Tanzania: Mount Kilimanjaro, Serengeti National Park, Zanzibar: Stone Town World Heritage Site , Ngorongoro Conservation Area World Heritage Site</li> <li>• Zambia: Victoria Falls and Zambezi River. Livingstone, Lake Kariba, Kafue National Park</li> </ul>
7	<b>Tourism attractions SADC</b>	<ul style="list-style-type: none"> <li>• Zimbabwe: Victoria Falls and Zambezi River, Hwange National Park, Lake Kariba, The Great Zimbabwe Ruins World Heritage Site, Matopo Hills World Heritage Site, Mana Pools National Park World Heritage Site</li> </ul>
8	<b>Marketing</b>	<ul style="list-style-type: none"> <li>• Concepts: marketing, competitive edge, target markets, market share</li> <li>• The purpose of marketing tourism products, services and sites</li> <li>• Concepts: core, tactical, investment, watch-list markets and niche markets</li> <li>• Basic marketing principles of tourism products:</li> <li>• The FOUR “Ps” of the marketing mix</li> </ul> 
9	<b>Marketing</b>	<p>The concept: branding - South Africa’s brand logo</p> <ul style="list-style-type: none"> <li>• Opportunities to promote South Africa and the southern African region to the world: The INDABA travel trade show, Getaway show etc</li> <li>• Marketing materials for tourism products such as brochures, flyers, advertisements, audio-visual presentations, meander maps</li> </ul>
10	<b>Marketing</b>	Identifying a local tourism development or product such as a guest house, a hiking trail or a meander. Ways of marketing it.

<b>Formal assessment term 3</b>	
Open book test	50%
Test	50%





<b>PAT term 3:</b>
Hand in PAT phase 2

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed

	Topic	Grade 11 term 4 Content
1	<b>Tourism trends</b> <i>GDS</i>	<ul style="list-style-type: none"> <li>Global distribution systems: What is a GDS?</li> <li>Examples of the major global GDSs: Amadeus, Galileo, Sabre, Worldspan and Abacus</li> </ul>
2	<b>Tourism trends</b> <i>CRS</i>	<ul style="list-style-type: none"> <li>Central reservation systems: What is a CRS?</li> <li>Examples used in South Africa: Micros Opera; Micros Fidelio (Only basic knowledge is required)</li> </ul>
3	<b>Communication and customer care</b> <i>Cross cultural</i>	<p>Cross cultural communication</p> <ul style="list-style-type: none"> <li>Cultural needs of tourists who visit South Africa</li> <li>Cultural diversity: the need to respect traditions, customs &amp; behaviour of visitors to South Africa</li> <li>Ways to communicate effectively with visitors from a diverse cultural environment (e.g. China, Germany, Saudi Arabia)</li> <li>Advantages of effective cross-cultural communication for the tourism industry</li> </ul>
1 4	<b>Communication and customer care</b> <i>Complaints</i>	<p>Customer complaints</p> <ul style="list-style-type: none"> <li>Correct procedures to follow when dealing with different types of complaints</li> <li>The importance of dealing with customer complaints promptly</li> <li>Effective ways of receiving complaints, (verbal and written)</li> <li>Effective ways of dealing with each type of complaint</li> <li>Complaints as an opportunity for improvement</li> <li>Constructive criticism, handling of criticism in a mature manner</li> </ul>
5	<b>Communication and customer care</b> <i>Quality service</i>	<p>Quality service</p> <ul style="list-style-type: none"> <li>Strategies used by companies/organisations to achieve and maintain quality service such as performance management, quality control checks, customer surveys, team and peer reviews, in-service training</li> <li>How services delivered in one sector impact on services delivered in another sector</li> </ul>
6	<b>Tourism sectors</b> <i>Careers</i>	<p>Job and career opportunities in the tourism sectors, sub-sectors and related services:</p> <ul style="list-style-type: none"> <li>Transport, Hospitality (Accommodation &amp; food), Tourism attractions (gaming &amp; lotteries, leisure, conservation, sport &amp; recreation), events &amp; conferences, tourism services, travel trade sectors</li> <li>The role and function of THETA (Tourism, Hospitality and Sport Education and Training Authority)</li> </ul>
7	<b>Tourism sectors</b>	<p>The requirements and inherent qualities to work in a particular sector in the tourism industry:</p> <ul style="list-style-type: none"> <li>Personality type, characteristics and essential skills</li> </ul>
8	<b>Tourism sectors</b> <i>Entrepreneurial opportunities</i>	<p>Entrepreneurial opportunities in tourism:</p> <ul style="list-style-type: none"> <li>The concept entrepreneur</li> <li>Skills needed to be an entrepreneur.</li> <li>Identification of products or services suitable for entrepreneurial opportunities</li> <li>Opportunities to start your own tourism business. My Tourism Business Plan</li> </ul>
9 -10		<b>End-of-the-year examinations</b>

SBA 25%	PAT 25%	EXAM 50%
Term 1 100	Practical Assessment Task 1 50	Written exam 200
Term 2 100	Practical Assessment Task 2 50	
Term 3 100		
300 convert to 100	100	200
<b>Total mark: 100 + 100 + 200 = 400 ÷ 4 = 100</b>		

	Topic	Grade 12 term 1 Content														
1	<b>Communication and customer care</b>	<ul style="list-style-type: none"> <li>The concept 'effective communication' and why this is essential for good customer relations</li> <li>The concepts 'perception' and 'stereotyping'</li> <li>The influence of preconceived perception on effective communication and business profitability</li> </ul>														
2	<b>Communication and customer care</b>	<ul style="list-style-type: none"> <li>Different expectations of different customers</li> <li>Methods to measure customer satisfaction and obtain customer feedback (surveys, questionnaires, follow up calls, sms messages on cell phones, etc.)</li> <li>Methods to analyse the findings to determine the extent of customer satisfaction. Reasons why service differs from one organisation to another</li> <li>The impact of the service delivered by an organisation on its business profitability</li> </ul>														
3	<b>Tour planning</b> <i>Route planning</i>	<ul style="list-style-type: none"> <li>Develop tour plans to suit specific tourists' profiles, available budget and time</li> <li>Route planning</li> </ul> <p><i>Resources: A colour road map of South Africa and the SADC countries, brochures of accommodation and Tourism attractions, the GSA Travel Agents' Sales Guide, Internet</i></p>														
2	<b>Tour planning</b> <i>Choice of transport, accommodation and Tourism attractions</i>	<ul style="list-style-type: none"> <li>Choice of transport and accommodation to suit customers' needs and preferences</li> <li>Choice of Tourism attractions and activities to suit tourist profiles</li> </ul> <p><i>Resources: A colour road map of South Africa and the SADC countries, brochures of accommodation and Tourism attractions, the GSA Travel Agents' Sales Guide, Internet</i></p>														
5	<b>Tour planning</b> <i>Itinerary</i>	<ul style="list-style-type: none"> <li>Day-by-day itinerary (description of activities, including stops for meals, shopping, leisure time, etc.)</li> </ul> <table border="1"> <thead> <tr> <th>Day</th> <th>Time</th> <th>Tourism attractions</th> <th>Activities</th> <th>Transport</th> <th>Accommodation</th> <th>Budget</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Day	Time	Tourism attractions	Activities	Transport	Accommodation	Budget							
Day	Time	Tourism attractions	Activities	Transport	Accommodation	Budget										
6	<b>Tour planning</b> <i>Budget</i>	<ul style="list-style-type: none"> <li>Develop a tour budget. Indicate expenses for travel, accommodation, meals, visiting Tourism attractions, shopping and tips</li> </ul>														
7	<b>Tour planning</b> <i>Health and safety</i>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>Terms: World Health Organisation (WHO), district surgeon, travel doctors, health certificates</li> <li>Precautions to take when travelling to high risk destinations (<i>malaria, bilharzia, cholera</i>).</li> <li>Vaccinations required entering /leaving areas of high risk such as yellow fever, hepatitis.</li> <li>TB and HIV/Aids risks for inbound tourists.</li> <li>Recommended precautions for tourists visiting health risk areas, e.g. bottled water, sun block</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Reasons why the safety of tourists is important.</li> <li>Recommended precautions for tourists visiting areas of high risk</li> </ul>														
8	<b>Tour planning</b> <i>Documentation</i>	<ul style="list-style-type: none"> <li>Travel entry documents and regulations requirements for tourists travelling between countries</li> <li>Travel documents required when visiting a given country, valid passport, visa and health certificate (cholera and yellow fever)</li> <li>International driver's license if driving in the country of destination</li> <li>Requirements and procedures to be followed when applying for a passport and/or visa. Completion of an application form for a South African passport. Completion of an application form for a visa to any country of choice.</li> <li>Validity of travel documents.</li> <li>Customs requirements: regulations when departing from or arriving in a country. Access and interpret information. <i>Resources: The GSA Travel Agents' Sales Guide, the Internet</i></li> </ul>														
9	<b>Tour planning</b> <i>World time zones</i>	<ul style="list-style-type: none"> <li>Geographical background in order to understand time differences: UTC, Greenwich, equator and seasons. Standard time and local time. The international date line</li> <li>The 24-hour clock (01:00 - 23:59)</li> <li>What is a time zone? Map of the 'world time zones'</li> <li>Daylight saving time and reasons for this practice</li> <li>The impact of time zones and daylight saving on travel planning and travelling</li> </ul>														
10	<b>Tour planning</b> <i>World time zones</i>	<ul style="list-style-type: none"> <li>Calculations on world time zones and daylight saving time when travelling between countries</li> <li>Concept: jet lag. Symptoms of jet lag. How to prevent jet lag. How to overcome jet lag</li> </ul>														
<b>Formal assessment term 1</b> Test 75% Project 25%		<b>Project for term 1:</b> Measure customer satisfaction, obtain and analyse customer feedback (surveys, questionnaires)														
It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed																

	Topic	Grade 12 term 2	Content
1	<b>Tourism attractions</b> <i>Icons</i>	Famous world icons (name the country, city/town/area, give a brief description of icon, recognise the icon and its location on a global map) (could be done in tabular format)	<ul style="list-style-type: none"> <li>What is an "icon"?</li> <li>Reasons why specific Tourism attractions and/or physical features are regarded as icons.</li> <li>Australia: Sydney Opera House*, Ayers Rock/Uluru-Kata Tjuta National Park*, Great Barrier Reef*</li> <li>Brazil: The Statue of Christ the Redeemer or Corcovado (Rio de Janeiro)</li> <li>Canada: Aurora Borealis (Northern Lights), Niagara Falls</li> <li>Italy:* Colloseum (Rome), Leaning Tower of Pisa (Piazza del Duomo)*, Venice*, Vatican City</li> </ul> <div style="border: 1px solid black; padding: 2px; display: inline-block;">*World Heritage Sites</div>
2	<b>Tourism attractions</b> <i>Icons</i>	<ul style="list-style-type: none"> <li>Egypt: *The great pyramids of Giza, the Sphinx, the Nile River</li> <li>Germany: Berlin Wall, Black Forest, Oberammergau</li> <li>China: The Great Wall of China*</li> <li>Israel: The Dome of the rock, the Wailing Wall</li> <li>Greece: The Parthenon (Athens)</li> <li>India: The Taj Mahal* (Agra)</li> <li>Turkey: Blue Mosque (Istanbul)</li> </ul>	
3	<b>Tourism attractions</b> <i>Icons</i>	<ul style="list-style-type: none"> <li>France: The Eiffel Tower, the French Riviera</li> <li>Mexico: Chicken Itza (Yucatan)*</li> <li>Nepal: Mount Everest</li> <li>Switzerland: The Swiss Alps (Jungfrau-Aletsch)*</li> <li>Netherlands: Windmills</li> </ul>	<ul style="list-style-type: none"> <li>Japan: Mount Fuji</li> <li>Jordan: Petra*</li> <li>Saudi Arabia: Mecca</li> </ul> 
4	<b>Tourism attractions</b> <i>Icons</i>	<ul style="list-style-type: none"> <li>Peru: Machu Picchu* (Cuzcu)</li> <li>Poland: Auschwitz*</li> <li>Portugal: The Algarve</li> <li>Spain: Alcazar Castle* (Seville)</li> <li>Thailand: Floating markets</li> <li>Russia: The Kremlin, The Red Square (Moscow)</li> </ul>	
5	<b>Tourism attractions</b> <i>Icons</i>	<ul style="list-style-type: none"> <li>United Kingdom: *The Big Ben (Palace of Westminster*), Buckingham Palace, Madam Tussaud's Wax Museum (London)</li> <li>United States of America: The Statue of Liberty* (New York), Disney World (Orlando), The Grand Canyon (Arizona)</li> </ul>	
6	<b>Tourism attractions</b>	<p>Factors contributing to the success of a tourist attraction:</p> <ul style="list-style-type: none"> <li>Excellent marketing of tourism products locally and/ or internationally, sustainable and responsible management plans, efficiency &amp; ethical behaviour of staff and management, positive experience of visitors, safety and crime prevention, general appearance and up keep of the attraction, considering the needs of people with disabilities</li> </ul> <p>A successful tourist attraction:</p> <ul style="list-style-type: none"> <li>Actual number of visitors exceeds the target number of visitors, repeat visits; income generated exceeds target figures; positive impact on local community and environment.</li> </ul>	
7	<b>Foreign exchange</b>	<ul style="list-style-type: none"> <li>The value of foreign exchange to the South African economy. The multiplier effect and link to the GDP</li> <li>The concept "buying power" of a currency. The buying power of the South African Rand.</li> <li>Read and interpret a currency rate sheet from a foreign exchange bureau.</li> <li>Convert the major currencies to South African Rand and convert South African Rand into a selected currency to be able to understand the buying power of different currencies (Calculators may be used for calculations- two decimals e.g. R34,56)</li> <li>Differentiate between Bank Selling Rate (BSR) and Bank Buying Rate (BBR)</li> </ul>	
8	<b>Foreign exchange</b>	<ul style="list-style-type: none"> <li>The effect of exchange rates on international tourism, affecting both inbound and outbound tourists, and how it influences travel patterns of South Africans travelling to developing countries as well as to developed countries</li> <li>Fluctuations in exchange rates</li> </ul>	
9 - 10		<b>MIDYEAR EXAMINATIONS</b>	

Formal assessment term 2:	
Test	25%
Midyear examination	75%

PAT term 2:
Hand in phase 1

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed
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	Topic	Grade 12 term 3 Content
1	<b>Marketing</b>	<p>Marketing South Africa as a tourism destination</p> <ul style="list-style-type: none"> <li>• The criteria used by SA Tourism to select new target markets</li> <li>• Opportunities for marketing SA internationally: ITB (Berlin); World Travel Market (London)</li> <li>• Funding for SA Tourism's international marketing initiatives: the role of Tourism Marketing Levy South Africa (TOMSA)</li> </ul> <p><i>Resources: (www2.southafrica.net/satourism/research/research.cfm), Internet, Stats SA, South African Tourism, travel journals and magazines</i></p>
2	<b>Tourism trends</b> <i>Foreign market share</i>	<p>Inbound international tourism: foreign arrivals to South Africa (land and air travel markets)</p> <ul style="list-style-type: none"> <li>• Tourism arrival statistics to determine foreign market share</li> <li>• Interpret statistics about the most visited provinces in South Africa</li> <li>• Length of stay in each province</li> <li>• Average expenditure per tourist</li> <li>• Activities undertaken while in South Africa</li> </ul> <p><i>Resources: Internet, StatsSA, South African Tourism (annual Tourism Reports), travel journals and magazines, Provincial Tourism Authorities</i></p> 
3	<b>Trends</b> <i>Payment methods</i>	<p>Payment methods and technology used for payment</p> <ul style="list-style-type: none"> <li>• Internet &amp; ATM payments</li> <li>• Credit cards and Debit cards – the differences between the two</li> <li>• Special travel cards issued by banks</li> <li>• Speed point machines</li> <li>• Bank note verification machines</li> <li>• Cell phone payments</li> <li>• Traveller's cheques (advantages/disadvantages)</li> <li>• Electronic fund transfers (EFT) and SWIFT transfers</li> <li>• Supporting accounting documents such as receipts and invoices</li> </ul>
4	<b>Green tourism</b> <i>Sustainable and responsible tourism</i>	<ul style="list-style-type: none"> <li>• Concept: triple bottom-line approach to sustainable tourism practices:</li> <li>• Bottom line versus triple bottom-line. (Reference can be made to the King Commission report II on corporate governance to show origin of approach)</li> <li>• Factors impacting on sustainable and responsible tourism development</li> </ul> <p>The three pillars of sustainable tourism:</p> <ul style="list-style-type: none"> <li>• Environmental factors - the physical environment</li> <li>• Social factors - the role of the local community</li> <li>• Economic factors - the role of business</li> </ul> 
5	<b>Green tourism</b> <i>Initiatives</i>	<p>Study examples of company initiatives by using case studies of businesses that comply with the triple bottom-line approach versus those that don't</p> <p><i>Resources: Examples of company initiatives from the Internet and the media</i></p>
6	<b>Green tourism</b> <i>CSR</i>	<p>Concept: Corporate Social / Environmental Responsibility (CSR) in tourism - the responsible attitude of a tourism business towards the people and environment it affects.</p> <p>Concept: Corporate Social Investment (CSI) in tourism (includes financial or non-financial support given by tourism companies to health / sport / education / youth projects)</p> <p>Role-players in responsible and sustainable tourism (Public/ private/ NGO's/ community &amp; tourist)</p> <p>Study examples of company initiatives by using case studies</p> <ul style="list-style-type: none"> <li>• <i>Resources: examples of company initiatives from the Internet and the media</i></li> </ul>
7	<b>Culture and heritage</b> <i>World heritage sites</i>	<p>World heritage sites</p> <ul style="list-style-type: none"> <li>• <u>UNESCO: function and logo</u></li> <li>• Natural, mixed and cultural world heritage sites</li> <li>• The value of the world heritage sites to South Africa's tourism industry</li> <li>• A description of all the world heritage sites in South Africa, their location on a map of South Africa, and how it meets UNESCO criteria</li> </ul> 
8	<b>Culture and heritage</b>	World heritage sites continued
9-10		<b>Trial exams</b>
<b>Formal assessment term 3</b> Open book test 25% Trial examination 75% OR 2 Tests 75%		<b>PAT term 3:</b> Hand in phase 2

	Topic	Grade 12 term 4 Content
1	<b>Trends</b> <i>Global event</i>	The impact of hosting a global event: <ul style="list-style-type: none"> <li>• The advantages and disadvantages for the host country (within a tourism context): development in infra-structural services, investment, foreign exchange income, the multiplier effect</li> </ul>
2	<b>Trends</b>	The Tourism Sector Strategy (2010) and its objectives <ul style="list-style-type: none"> <li>• Overview</li> <li>• Broad objectives</li> </ul>
3	<b>Trends</b>	<ul style="list-style-type: none"> <li>• Concepts 'economic growth' and 'community development'.</li> <li>• The term 'Gross Domestic Product' (GDP) and its benefits to the South African economy.</li> </ul>
4	<b>Trends</b> <i>Service Excellence Initiative</i>	The Tourism Service Excellence Initiative (2010) and its objectives, launched by the National Department of Tourism The impact of improved service delivery on business, the tourism industry, economic growth, community development and on South Africa as a whole. Link to GDP
5	<b>Tourism sectors</b> <i>Conditions of Employment</i>	Basic conditions of employment in a chosen field of the tourism industry, e.g. airlines, hotels, National Parks Contract of employment describing working hours, uniform allowances, travel benefits, leave, core duties, fringe benefits, remuneration and deductions, termination of service, professional accountability and responsibility, service ethics, etc. ( <i>Summary of relevant sections</i> ) <i>Resources: refer to the Department of Labour: Basic Conditions of Employment Act (<a href="http://www.labour.gov.za">www.labour.gov.za</a>) for working conditions</i>
6	<b>Tourism sectors</b> <i>Code of Conduct</i>	The purpose and value of a code of conduct <ul style="list-style-type: none"> <li>• Purpose: spells out expected conduct of staff in the performance of their duties, practical assistance for staff members faced with ethical challenges etc.</li> <li>• Value: creates a co-operative, collaborative atmosphere, promotes integrity in the workplace etc. <i>Study examples of codes of conduct from a variety of tourism businesses.</i></li> </ul>
7-10		<b>End – of - the – year examinations</b>



## SECTION 4

### 4.1 Assessment in Tourism

Assessment in Tourism comprises two different but related activities: informal daily assessment and formal assessment

### 4.2 Informal daily assessment

- The daily assessment tasks are the planned teaching and learning activities that take place in the classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through questions and answers, short activities/written work completed during the lesson, open book tests and homework exercises on e.g. map work, calculations on time zones, foreign exchange and tour budgets. It should not be seen as separate from the learning activities taking place in the classroom
- Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance
- The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the school management team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered
- The results of daily assessment tasks are not taken into account for promotion and certification purposes

### 4.3 Formal assessment

- For the subject Tourism six formal assessment tasks per year are required. These six tasks are **completed during the school year** and constitute 25% of the total marks for Tourism
- In **grades 10 and 11** all assessment is internal
- In **grade 12** the formal assessment (25%) is internally set and marked but externally moderated.
- The end-of-the year paper (75%) in Grade 12 is externally set, marked and moderated
- **The end-of-year assessment component for all grades** includes two parts: a practical assessment task (PAT) (25%) and a written theory paper (50%). Together these two components constitute the 75% end-of-the year examination mark

### 4.3.1 Grade 10 and 11

3 Formal Assessment: Grades 10 and 11		
Term 1	Term 2	Term 3
Test 75% Project OR field trip: 25%	Test 25% Midyear exam 75%	Test 75% Open book test 25%
<b>100</b>	<b>100</b>	<b>100</b>

4 Term 4: Promotion mark	
<b>SBA:</b>	Term 1 100 Term 2 100 Term 3 100 <b>Total 300÷3=100</b>
<b>PAT:</b>	Term 2 50 Term 3 50 <b>Total =100</b>
<b>EXAM:</b>	<b>Total = 200</b>
<b>Final mark 400÷4 = 100</b>	

### 4.3.2 Grade 12

5 Formal Assessment: Grade 12		
Term 1	Term 2	Term 3
Test 75% Project 25%	Test 25% Midyear exam 75% OR 2 tests 75%	Open book test 25% Trial exam 75% OR 2 tests 75%
<b>100</b>	<b>100</b>	<b>100</b>
In grade 12 only one internal exam is compulsory. Schools may therefore <ul style="list-style-type: none"> <li>• write both exams; or</li> <li>• replace one of the exams with a test at the end of the term</li> </ul>		

6 Grade 12 Certification mark	
<b>SBA:</b>	Term 1 100 Term 2 100 Term 3 100 <b>Total 300÷3 = 100</b>
<b>PAT:</b>	Term 2 50 Term 3 50 <b>Total = 100</b>
<b>EXAM:</b>	<b>Total = 200</b>
<b>Total certification mark: 100</b>	

Certification mark for grade 12		
SBA (25%)	End-of-year Assessment (75%)	
Term 1 100	<b>Practical Assessment Task 25%</b>	<b>Written exam paper 50%</b>
Term 2 100	Practical Assessment Term 2	Written examination 200
Term 3 100	Practical Assessment Term 3	
<b>100</b>	<b>100</b>	<b>200</b>
<ul style="list-style-type: none"> <li>• Internally set</li> <li>• Internally marked</li> <li>• Externally moderated</li> <li>• Written on computerised SBA mark sheet provided by the province</li> </ul>	<ul style="list-style-type: none"> <li>• Externally set</li> <li>• Internally marked</li> <li>• Externally moderated</li> <li>• Written on computerised PAT mark sheet provided by province</li> </ul>	Externally set Externally marked Externally moderated Externally captured
<b>Total mark: 100 + 100 + 200 = 400</b>		

### 3.3.3 Projects

Each grade has to complete one project in term 1

Grade 10	Grade 11	Grade 12
South Africa as a Tourism destination: puzzle, game or poster	Develop a marketing strategy for a tourism product	Measure customer satisfaction, obtain and analyse customer feedback (surveys, questionnaires)

#### 4.3.4 Tests

- A test for formal assessment should not be made up of a series of small tests, should cover a substantial amount of content and should be set for 45 – 60 minutes
- The mark for a tests is not prescribed but should be determined by the teacher taking into account the volume of the content covered and the time available. The minimum mark is 50
- Open book tests should not cover short questions. Learners are required to write longer reflective answers, such as *paragraph* responses to a given statement. The learner must agree or disagree with the statement in writing. Paragraphs providing reasons and arguments are essential
- Each task, test and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

COGNITIVE LEVELS	PERCENTAGE
Knowledge	30
Comprehension	20
Application	30
Analysis, evaluation and synthesis	20

#### 4.3.5 Examinations in Grade 12

In Grade 12 the three-hour end-of-year examination in Tourism comprises 50% of the learner's total 200 marks. The requirements for the external examination paper are indicated in the following table.

	CONTENTS	MARKS
Section A	Short questions (all topics)	40
Section B	Map work and tour planning; foreign exchange	40
Section C	Tourism attractions; cultural and heritage tourism; marketing	50
Section D	Tourism sectors, trends & careers; green tourism	40
Section E	Communication; technology in tourism	30
	<b>TOTAL</b>	<b>200</b>

#### 4.3.6 Content to be assessed for the grade 12 end-of-the-year examinations

Only grade 12 content will be assessed. However, prior knowledge from grade 10 and 11 may be necessary to interpret and answer some of the questions

#### 4.3.7 Recording and reporting

Teachers will

- record actual marks against the task by using a record sheet; and
- report in percentages against the subject on learner's report cards

#### 4.3.8 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (elementary achievement: 30-39%) in Tourism. This is subject to the requirement that a learner must achieve at least a level 3 rating (moderate achievement: 40-49%) in at least one of the three choice subjects

#### **4.3.9 Moderation of assessment**

- All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks need to be externally moderated
- The subject head for Tourism or head of department for Services at the school will generally manage this process

#### **4.3.10 Practical Assessment Task (PAT)**

- Owing to the practical nature of the subject Tourism, some of the learner performance will need to be assessed in a Practical Assessment Task
- PAT for grade 12 will be externally set every year and sent to schools not later than September the previous year. Provinces are not allowed to change or retype this task, or use the task of the previous year.
- Resources for the PAT are the responsibility of the school.
- The specific resources will be given in each PAT paper, but will mainly consist of maps, magazines and brochures and information available from the Internet.
- The PAT is done in two phases.
- Learners should complete phase 1 in term 2, and phase 2 in term 3
- Teachers have to assess each phase formally
- The grade 12 PAT will be moderated externally by the relevant subject advisor