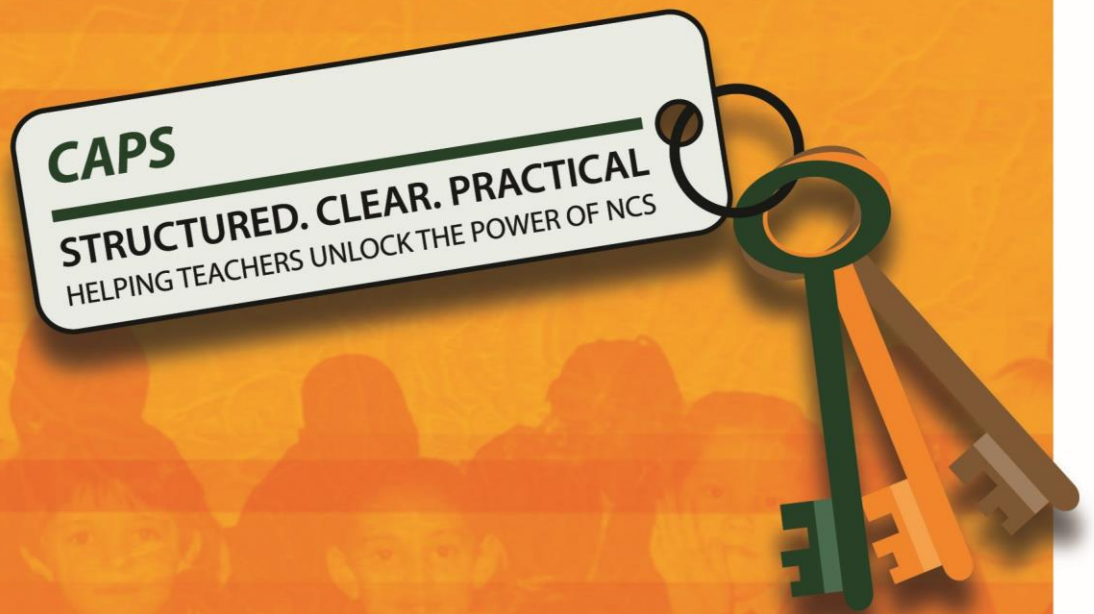


*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



*Further Education and Training Phase  
Grades 10-12*



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



## SECTION 4

### 4.1 Assessment in Tourism

Assessment comprises two different but related activities: informal assessment and formal assessment. All assessment tasks should have questions starting with action verbs (e.g. identify, explain, calculate, discuss, evaluate, recommend etc) to give a clear instruction to the learner when responding to a question.

All assessment tasks (both informal and formal) must be set according to the cognitive levels and levels of difficulty below to cater for various degrees of cognitive demand:

#### Levels of difficulty for assessment tasks

- Easy = 30%
- Moderate =50%
- Difficult =20%

#### Weighting of cognitive levels

- Lower order 30% (Remembering)
- Middle order 50% (Understanding 20% Applying 30%)
- Higher order 20% (Evaluating, Analysing and Creating)

### 4.2 Informal assessment

- The informal 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 monitoring of progress can be done through questions and answers, short activities/written work completed during the lesson, [data handling](#), [paragraph writing](#), [case studies](#), [scenarios](#) and homework exercises on, for instance, map work, calculations on time zones, foreign exchange and tour budgets. Informal assessment should not be 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 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. 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 informal assessment tasks **are not taken into account for promotion and certification purposes.**

### 4.3 Formal assessment

- For the subject Tourism, **five** formal assessment tasks per year are required. These **five** tasks are completed during the school year and constitute 25% of the total marks for Tourism.
- All five formal assessment tasks are compulsory.
- In Grades 10 and 11 all **assessments are internally set, marked and moderated.**
- In Grade 12 the formal assessment **tasks (SBA)** (25%) are internally set and marked but externally moderated.
- The end-of-year **NSC** assessment (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 end-of-year examination mark (75%)

Formal assessment Grades 10 and 11			
TERM 1	TERM 2	TERM 3	Term 4: Promotion mark
<b>Task 1:</b> Tourism Skills Assessment Task 25%  <b>Task 2:</b> March Controlled Test 75%	<b>Task 3:</b> Mid-year Examination 100%	<b>Task 4:</b> Data-handling 25%  <b>Task 5:</b> September Controlled Test 75%	SBA = Term 1+2+3 = $300 \div 3 = 100$ PAT = 100 Final Examination = 200
<b>100</b>	<b>100</b>	<b>100</b>	<b>400 ÷ 4 = 100</b>

Formal assessment Grades 12			
TERM 1	TERM 2	TERM 3	Term 4: Promotion mark
<b>Task 1:</b> Tourism Skills Assessment 25%  <b>Task 2:</b> March Controlled Test 75%	<b>Task 3:</b> Mid-year Examination 100%	<b>Task 4:</b> Data-handling 25%  <b>Task 5:</b> Trial Examination 75%	SBA = Term 1+2+3 = $300 \div 3 = 100$ PAT = 100 Final Examination = 200
<b>100</b>	<b>100</b>	<b>100</b>	<b><math>400 \div 4 = 100</math></b>

#### 4.4 Types of assessment

##### 4.4.1 Tourism skills assessment

A Tourism skills assessment is a scenario-based single-sitting assessment which requires learners to:

- demonstrate understanding of a **21<sup>st</sup> Century** skill
- apply a 21<sup>st</sup> Century skill in a scenario

The provided scenario on which the task is based can be presented to the learner in the following formats:

- a written text / visual text
- an audio clip
- a video clip

The following Tourism industry 21<sup>st</sup> Century related skills can be assessed:

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• customer service skills</li> <li>• communication skills</li> <li>• planning skills</li> <li>• sales skills</li> <li>• creativity/design skills</li> <li>• critical thinking skills</li> <li>• collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• customer service skills</li> <li>• leadership skills</li> <li>• generic management skills</li> <li>• computer/ IT skills</li> <li>• planning skills</li> <li>• marketing management skills</li> <li>• entrepreneurship skills</li> <li>• critical thinking skills</li> <li>• collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• financial management skills</li> <li>• human resource management skills</li> <li>• business administration skills</li> <li>• price setting skills</li> <li>• social media skills</li> <li>• budgeting skills</li> <li>• tourism channel skills</li> <li>• entrepreneurship skills</li> <li>• critical thinking skills</li> </ul>

### **To set the tourism skills assessment, the teacher should:**

- Determine and indicate the skill/s to be assessed.
- Link the skill/s to tourism specific content in Term 1.
- Select / create the scenario relevant to the identified skill/s and content.
- Provide information about the skill/s and/or content.
- Develop a relevant worksheet and an assessment tool.

#### **4.4.2 Data handling Task**

Data handling is a source-based single-sitting assessment task, where learners engage with and analyse data, to include the following skills:

- Collecting data
- Organising data
- Representing data
- Interpreting data
- Discussing data.

Data handling can be applied to any topic in the Tourism curriculum covered in terms 1-3.

**Various stimuli, containing statistics / data can be used as a source from where questions flow:**

- maps
- case studies
- scenarios
- extracts
- pictures
- cartoons
- advertisements
- flow-charts
- tables
- graphs
- info-graphics
- reports

### **To set the tourism data handling task, the teacher should:**

- Choose any content covered in Terms 1, 2 and 3 topics which links to data handling;
- Create or source relevant and preferably recent data/information;
- Give clear instructions to guide the learner on how to complete the task (*the learner should know exactly what to do*)
- Give clear assessment criteria for the learner to know exactly what is expected for the assessment.
- Develop a relevant assessment tool that aligns to the instructions and assessment criteria.

### 4.4.3 Controlled Tests

A test for formal assessment **may** not comprise **of** a series of small tests, but should cover a substantial amount of content.

#### **Guideline for setting a test and a marking guideline**

(Applicable to Grades 10, 11 and 12)

- Minimum total: 50
- Minimum time: 1 hour
- The first page to include the name of the school, the date, name of the subject, time allocation, mark total, name of examiner and moderator
- All question /test papers must be neatly typed
- All maps / graphics/illustrations should be print clear
- The question paper should be error free e.g. no spelling, language, translation or mark allocation errors are allowed
- It is compulsory for all tests to include TWO sections (Section A and B)

#### **SECTION A: Short questions (*minimum 15 marks*)**

Multiple choice questions (5x1 marks)

**Include a variety of short questions** (Examples: Pairing of items; Choose the correct word, Select the answer from a list; Crossword puzzles etc.)

**Note:** *NO true/false questions are allowed.*

**Section A:** Includes mostly one-mark questions. (*More marks may be allocated to a question to align with the level of difficulty and /or cognitive demand of the question.*)

#### **SECTION B: (*minimum 35 marks*)**

**Include:**

- Questions that require a longer response for the answer.
- A question that requires a response in paragraph format (minimum 5 marks)
- Source-based questions (maps, case studies, scenarios, extracts, pictures, cartoons, advertisements, flow-charts, table or graphs, info-graphics)
- An action verb to open / start the question. This gives a clear instruction to the question and the expected response.

## MARKING GUIDELINE

- Must contain the name of school, date, subject, marks, name of the examiner and moderator on the first page.
- All marking guidelines must be neatly typed
- No spelling, language or translation errors are allowed.
- The numbering format must be correct and the numbering must align accurately with the question paper.
- Indicate the mark allocation for each fact with a tick✓
- Include all alternative responses that are considered as correct answers on the Marking Guideline.

### 4.4.4 Examinations

All examinations should adhere to the specified layout indicated in the tables below.

#### Mid-year Examination layout

The June examination should be weighted by assessing 30% term 1 work and 70% term 2 work. The 30%-70% ratio has already been infused in the June examination layout below (Sections B-E). Section A should comprise 30% Term 1 and 70% Term 2 content respectively to complete the content balance.

#### Grade 10 – June Exam

**Total: 100 marks**

**Duration: 1 hour 30 minutes**

Content		100 Marks
<b>Section A</b>	Short questions (all topics covered in term 1 and 2)	25
<b>Section B</b>	Map work and tour planning;	35
<b>Section C</b>	Tourism sectors	25
<b>Section D</b>	Domestic, regional and international tourism	15

#### Grade 11 – June Exam

**Total: 150 marks**

**Duration: 2 hours 30minutes**

Content		150 Marks
<b>Section A</b>	Short questions (all topics covered in term 1 and 2)	30
<b>Section B</b>	Foreign exchange	25
<b>Section C</b>	Cultural and heritage tourism	35
<b>Section D</b>	Tourism sectors	35
<b>Section E</b>	Domestic, regional and international tourism	25



## Grade 12 – June Exam

Total: 200 marks

Duration: 3 hours

Content		200 Marks
<b>Section A</b>	Short questions (all topics covered in term 1 and 2)	40
<b>Section B</b>	Map Work and Tour Planning; Foreign Exchange	60
<b>Section C</b>	Tourism Attractions	50
<b>Section D</b>	Tourism Sectors	30
<b>Section E</b>	Domestic, Regional and International Tourism,	20

## Grade 12 Trial and Final Examination layout

Total: 200 marks

Duration: 3 hours

Content		200 Marks
<b>Section A</b>	Short questions (all topics covered in terms 1,2 and 3)	40
<b>Section B</b>	Map Work and Tour Planning; Foreign Exchange	50
<b>Section C</b>	Tourism Attractions; Culture and Heritage Tourism; Marketing	50
<b>Section D</b>	Tourism Sectors; Sustainable and Responsible Tourism	30
<b>Section E</b>	Domestic, Regional and International Tourism; Communication and Customer Care	30

## Grade 10 and 11 Final Examination layout

Total: 200 marks

Duration: 3 hours

Content		Grade 10	Grade 11
<b>Section A</b>	Short questions (all topics)	40	40
<b>Section B</b>	Map work and tour planning; foreign exchange	30	20
<b>Section C</b>	Tourism attractions; cultural and heritage tourism; marketing	50	50
<b>Section D</b>	Tourism sectors; sustainable and responsible tourism	50	50
<b>Section E</b>	Domestic, regional and international tourism; communication and customer care	30	40
<b>TOTAL</b>		<b>200</b>	<b>200</b>

### 4.4.5 Practical Assessment Task

- Owing to the practical nature of the subject Tourism, learners must also be assessed by means of a practical assessment task.
- The PAT for Grade 12 will be set externally every year. Provinces and schools may not change or retype this task, or use the task of the previous year. The grade 12 PAT will be moderated externally.

- The PAT for Grade 10 and 11 will be set and moderated internally. The quality of the PAT Task will be approved by the Subject Advisor/ Provincial Subject Head to standardise the assessment.
- The PAT should be administered under examination and controlled conditions.
- The PAT will be conducted in an **8 hour session**, that will be broken down into **two four (4) hour sittings / sessions**. Both sittings will take place in the second term.
- The PAT should be fully completed by the end of the **second term**.
- The PAT task in a grade, may assess practical skills from a previous grade/s.
- A PAT mediation and resource pack is prepared for the implementation and assessment of the PAT.
- **The PAT mediation and resource pack should include:**
  - The assessment task with the instructions to teachers and learners.
  - The assessment tool and a marking guideline
  - A Moderation tool for all levels of moderation
  - All the basic resources needed to complete the PAT
  - Attendance register for learners and invigilators

#### 4.5 Moderation of assessment

- Grades 10 and 11 tasks are internally moderated.
- It is compulsory for the subject advisor to moderate a sample of PAT tasks during his/her school visits, to verify the standard of the internal moderation.
- It is compulsory for PAT tasks to be included for all the prescribed levels of moderation.
- Grade 12 tasks are externally moderated by the province, DBE and Umalusi.

#### 4.6 Recording and reporting

Teachers will

- record marks against the task by using a recording sheet;
  - ensure that all marks recorded align accurately in the teacher and learner portfolio of evidence
  - report in percentages against the subject on learners' report cards
  - do item and error analysis after the marking of a formal assessment task is completed.
- The purpose of the analysis is to expose a lack of knowledge and understanding or poorly developed skills. It further assists to identify the most suitable intervention strategy to improve the level of knowledge and understanding to assist the learner to improve his/her performance.

## 4.7 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.

## 4.8 General

This document should be read in conjunction with:

- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; *and*
- The policy document, National Protocol for Assessment Grades R-12.