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EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	TOURISM
PAPER:	1
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REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

In comparison with the previous years, the class of 2018 performed reasonably well in this question paper. This improved performance can be attributed to many factors as will be pointed out in the question by question analysis given below.
One of the main reasons for the underperformance of numerous candidates is the poor Language skills. This affected the ability of the learners to interpret source based material (maps, diagrams, infographics, articles and extracts) and to give appropriate responses to questions. Another reason is the lack of content knowledge, where candidates struggle to define basic tourism concepts.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This is a 40-mark question testing mainly knowledge across all topics in CAPS.
The average mark taken from a random sample of 100 scripts is 22,21

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 1 was not a difficult question and one generally expects the candidates to answer this question well. There were only a few learners who scored higher than 35 marks out of 40.
Question 1.1 were reasonably well answered, except for question 1.1.7, 1.1.8 and 1.1.10.
In Q.1.1.7 candidates struggle with the name Jungfrau-Aletsch. Q.1.1.8 the two world icons found in Rome and in 1.1.10 to recognize the symbol indicating universal accessibility.
Q. 1.2: Very well answered, although some learners are still struggling with the terminology.
Q.1.3: Well answered by most candidates.
Q.1.4: This question proved a serious gap in numerous learners' knowledge of current global events and struggled to match the host country, province or city to the global event.
Q.1.5: Moderately to poorly answered by the majority of candidates. Many learners lack the content knowledge to answer the sub-topic assessed and it appears many took a guess in this sub-question.

(c) Provide suggestions for improvement in relation to Teaching and Learning
To do well in this section, it is essential that candidates have thorough content knowledge. The
Learners must be advised to consider each alternative response carefully and determine
Which answer best address the question. Teachers and learners must keep abreast with
Current issues relating to tourism, because a large percentage of the work tested here is not
specifically taught in the classroom or gained from a textbook.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The identifying of icons seems to be problematic as per responses in questions 1.1.7 – 1.1.9.
In question 1.1.17 the learners could not identify the logo that shows tourists that their holiday benefits the local communities and economies. Many learners guess the answer.
In question 1.5 some could not match the key indicator to the infographics.
In order to improve marks in this section, educators can build up a bank of short questions from past examination papers to help candidates.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was a source based question using an electronic boarding pass, itinerary and world
Time zone map. Due to problems with the time zone map, Questions 2,2,2 (4 marks); 2.2.3
(4 marks); 2.2.4 (5 marks) totalling 13 marks, were affected. At the Marking Standardization
Meeting it was decided that question 2 will be marked out of 15 and scaled up to 28.
The average mark for this question is 12,84 out of a total of 28 marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q.2.1.1 (a – c) Most candidates could identify the flight number, seat number, and airport code. Some gave incorrect responses for the airport code.
Q.2.1.2 Was well answered by most of the learners, a few could not give the reason required to board the plane at the front door.
Q.2.1.3. Learners struggled with responding to this question because they are not exposed to the latest technology with regards to air travel. Some candidates incorrectly gave advantages for the tourists and not for the airline.
Q.2.1.4 (a) and (b) was relatively well answered although some learners confused the tourist for the airline and vice versa.
Q.2.2.1 Candidates struggled with this question regarding logical route planning by using the map provided, only a few candidates exhibit understanding of logical route planning and scored good marks.

(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers must encourage learners to read the given sources with understanding, and even underline the important information to note, before attempting to answer the question. Part of the reason why the higher order cognitive questions 2.1.2 to 2.2.1 were poorly answered because candidates were unable to express themselves by "explaining" and "discussing."
Do revision of Grade 11 work on transport re-enforce the different terms associated with transport.
Educators and subject advisors must keep up with the latest technology
(d) Describe any other specific observation relating to the responses of learners and comments that are useful to teachers, subject advisors, teacher development.
Learners are clearly unaware of the different procedures that take place at airports and the function of a boarding pass. Teachers' can arrange excursions to airports to familiarise learners with the operations there.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was based on foreign exchange and the average from the sample of 100 scripts was 11.71 out of a total of 22 marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q 3.1: This question was well answered. Candidates had to identify the strongest currency
Q 3.2.1: Candidates performed relative well and supply the correct reason for the higher bank selling rate.
Q.3.2.2 tested the skill of learners to identify two countries where South Africa will receive the greatest value for their money. Some candidates' responses were about the currency and NOT the country e.g. Czech Koruna and NOT the Czech Republic. These candidates obviously interpreted the currencies as countries.
Q.3.3.1 – 3.3.4. Most candidates could do the calculations, but did not round off to the second decimal. Some candidates showed a lack of understanding by multiplying instead of dividing and vice versa when doing foreign exchange calculations.

Q.3.4: In this question, a significant number of candidates were unable to write a paragraph in which they had to discuss how a weak rand can help to alleviate poverty and unemployment in South Africa. The paragraph question contained two components that needed to be answered. Several candidates focussed on ONE component ONLY and therefore could not achieved full marks. Some learners forfeited marks because they use bullets. Candidates lack insight and understanding of the effects of a weak rand and its related buying power for foreign tourist.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

Practice in foreign exchange calculations by using past examination papers and for learners to get an idea of the way in which the questions are asked.

Educators must do the calculations with their learners, focusing on the Bank Selling Rate and Bank Buying Rate. Candidates must be taught how to round off answers to the second decimal. Learners must pay attention to the mark allocation per question.

Learners must practice paragraph writing skills by using well-constructed sentences without bullets.

(d) Describe any other specific observation relating to the responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.

Many candidates are unsure of when to use divide (÷) or multiply (×) and whether to use the BBR or the BSR. Rounding off answers to the second decimal incorrectly.

It is evident from the learners' responses that many of them struggle with the concept of a "weak" and "strong" rand and the impact it can have on the tourism industry and the economy of South Africa. The question specifically refers how a weak rand will give international visitors more buying power and how the above will contribute to the multiplier effect.

Subject advisors should organise workshops for educators to improve calculations skills.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The average mark from the sample of 100 scripts was **9,79 out of 25**. This question was generally poorly answered. The topic or aspect tested: Tourism Attractions – **Icons.**

From the average mark one can see that the candidates did not perform well in this question. This question proved a serious gap in the **knowledge of world icons.**

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Many candidates do not have a good understanding of icons and are not able to identify the country or city in which the icons are located, reasons why it is an icon and the unique characteristics that makes it an icon. From the given case study, learners were unable to identify and describe the military activity that the tourists will watch.
Q.4.1.1: Well answered.
Q.4.1.2: Reasonable well answered.
Q.4.1.3: Candidates identified the icon at 1 as "London Bridge" instead of "Tower of London".
Q.4.1.4 (a) and (b): Learners' struggle with this questions and answers varied from "drum majorettes to police". They could not link the "Changing of the Guards" and that the "military" routine has become a tradition and attracts many tourists.
Q.4.2.1 & 4.2.2: Many learners could not provide the correct names of the icons in Australia. Some mention "Ayers" and not Ayers Rock, Ulura instead of Uluru-Kata Tjuta, Opera House instead of Sydney Opera House.
Q.4.2.4 (a) and (b): Once again, due to a lack of reading skills, candidates could not interpret the information from the given case study and therefore could not give the correct responses required. They merely quoted sentences from the article. This sub-question was poorly answered.
(c) Provide suggestions for improvements in Relation to Teaching and Learning.
There are a lot of icons to work through in the class. Educators should attempt to cover a broad spectrum of icons in limited time. It is imperative that the correct names are taught in class. Teachers must ensure that the learners are exposed to visuals of icons in addition to the theoretical facts. Candidates must be prepared to expect higher cognitive order questions and teachers should assists learners in these types of responses.   Many candidates are not performing well due to the fact that they lack reading and comprehension skills. They don't read the question(s) properly.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.

Question 4.2.4 (a) & (b) were challenging for the majority of candidates and a large number quoted directly from the given article. Others did not attempt to answer this question.

Responses indicate that icons are not covered sufficiently in the class room and that candidates do not have sufficient knowledge thereof. Many learners simply repeat the question.

This is a difficult section of the curriculum. Teachers should make use of their CASS clusters to form support groups to assist each other with this long and difficult content.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

In this question the Topic or Aspect tested was Culture and Heritage Tourism. The average mark from the random sample for this question was 5,54 out of 11. This question was part of the learners Practical Assessment Task and the feeling was that they would score good marks.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question and any misconceptions.

Q.5.1.1 and 5.1.2 was reasonable well answered.

Q.5.2 was poorly answered. Numerous learners struggled with the concept "living heritage" and gave incorrect responses quoted from the article e.g. "The ±Khomani and other San tribes are unique in that they descend directly from an ancient group of people"

Q.5.3: This was once again a paragraph question where learners had to discuss how the ±Khomani Cultural Landscape as a WHS will support the rural development strategy in well-constructed sentences. Some candidates used bullets, therefore they forfeited marks. As previously mentioned, it was part of the learners PAT and the majority could relate to the question. The weaker learner performed poorly in this sub-question and merely quoted sentences from the article without addressing the following: Improved quality of Life; Cultural pride and sustainability; Infrastructural accessibility.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

Candidates are introduced to South African WHS in Grade 10 and reinforced in Grade 12. Educators should make sure that they cover this section of the curriculum with the full range of cognitive levels in their assessment strategies. Learners interpretation skills must be developed by exposing them to past question papers.

(d) Describe any other specific observation relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.

Learners must be encouraged to write full sentences and provide clear explanations when writing a paragraph.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The topic or aspect tested in this question were Marketing. The average mark from the sample of 100 scripts was 4,06 out of a total mark of 14. This question was relatively poorly answered.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q.6.1: Most candidates could identify the two international events were SAT markets South Africa.

Q.6.2: This question requires a measure of insight and many learners struggle to explain the purpose of the Getaway Show, that is, to advertise their outdoor products and services to domestic tourists.

Q.6.3 In this sub-question, some learners merely copied the information from the source by re-writing the different shows as answers, e.g. Indaba / Word Travel Market /Getaway" without explaining the purpose of the event.

Q.6.4.1. and 6.4.2: Candidates had to discuss how the campaign encourages 1st businesses and 2nd the public to make a positive contribution to tourism in South Africa. Candidates merely wrote the words "sustainability" and "responsibility" down as response. Answers here varied from "Foreign tourist can recognise the business when visit South Africa" to "Ensure all foreign investors are successful in the country.

Q.6.5: Very poorly answered and the majority of candidates guess the answer. Other did not answer the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning.
Marketing must be taught in conjunction with examples taken from previous question papers to assist candidates to improve their performance in this section. Educators should assist candidates to answer this type of question style by providing examples of different type of ways that South Africa can be marketed as a tourism destination of choice.
(d) Describe any other specific observation relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.
In question 6.3 candidates' responses varied from "Indaba as a meeting for elders" to Getaway in the summer season". Practice in application type questions is essential in preparing candidates to answer higher cognitive type questions.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The topic tested here were Tourism Sectors. The average mark from the sample of 100 scripts for this question was 5.74 out of a total of 12 marks. The candidates performed relatively well in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by the learners in this question, and any misconceptions.
Q.7.1.1: Most candidates could explain the term, while others quoted directly from the extract.   Q.7.1.2 & Q.7.1.3: Well answered.   Q.7.1.3: Some learners did not address the grievances, but rather on the problems at work e.g. being exploited.   Q.7.1.4: Some candidates did not comprehend the question and focus on the situational reaction, instead of how the employees work ethic will be affected.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Educators must give informal tasks in the form of case studies and extracts and help learners to read with comprehension and how to analyse extracts to that they refrain from quoting directly from the extract.   Practice by using past examination papers.
(d) Describe any other specific observation relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.
Some candidates who quoted haphazardly from the given text, indicates an absences of reading comprehension. Teachers must taught learners to write in full sentences and to provide clear explanations.

QUESTION 8
(a) General comment comments on the performance of learners in the specific question. Was the question well answered or poorly answered?
The topic tested in this question was Sustainable and Responsible Tourism. From the random sample of 100 scrips, the average mark was 8,06 out of a total of 18 marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q.8.1.1: Some candidates' responses were very poor. They don't understand what is meant by "a code of ethics" and repeat the question as an answer. Q.8.1.2: Reasonably answered. Q.8.1.3: Was poorly answered. The responses of candidates were very general and not specific on their behaviour when visiting the Basotho Cultural Village. One response "visitors must wear a Basotho blanket. Q.8.2.1 (a) and (b). Reasonably well answered. Q.8.2.2: Poorly answered because the learners don't understand the question or answered it incorrectly. The question refers to the support offered and how "it positively changing the lives". Their response "the women attending counselling sessions". They should write about HOW the sessions are helping women.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers must focus on the pillars of sustainability, with the emphasis on sustainability in tourism Past question papers and case studies on sustainable and responsible tourism should be helpful for learners to practice this type of questions.
(d) Describe any other specific observation relating to the responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.
Learners still don't know the difference between identifying and matching.
Teaching of terminology with regards to the triple-bottom line approach and practice of past examination papers should ensure improvement in results.
QUESTION 9
(a) General comments on the performance of learners in this specific question. Was the question well answered or poorly answered?
The focus of this question was on Domestic, Regional and International Tourism. The average mark for this question was 10.29 out of a total of 24 (average % 42.87).

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q.9.1.1: Well answered.
Q.9.1.2: Poorly answered. The candidates did not give the views of tourists on the precautionary measures taken, they just quote from the news article.
Q.9.1.3: Well answered.
Q.9.1.4 and 9.1.5: Poorly answered. Q.9.1.4 specifically asked about the impact for TOURISTS, whilst Q.9.1.5 focus on the ECONOMY. Learners did not distinguish between the two.
Q.9.2.1: Well answered.
Q.9.2.2 (a) and (b): Very poorly answered. Learners could not analyse the statistics and link it to the question which focusses on the average expenditure of tourists.
Q.9.3: Poorly answered. The responses indicate that "loyalty points" are a foreign concept and they just repeated the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning.
Interpretation of statistics should be practice on a regular basis in the classrooms.
Assist learners in ways to master questions based on statistics through repetitive, formative tests and regular homework exercises.

(d) Describe any other specific observation relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.
Q 9.12: Candidates mostly quote from the extract and not focussing on the question. Poor language skills make it difficult for learners to express themselves. One response regarding Q.9.1.3 "The harbour started to sink" and NOT the ferry or boat. Practice in this type of question will also assist in improving marks.

QUESTION 10

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This is the shortest question in the question paper and very poorly answered. This question focuses on Communication and Customer Care. The average mark for this question was 1,72 out of a total of 6 marks (28.6%)

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q.10.1.1 and Q.10.1.2. The focus of this question was about universally accessibility and a large number of candidates misinterpreted the question. Responses varied from "speaking English to using a load-hailer to be heard by the tourists" and in Q.10.1.2 they assume that food is lacking and tourists must be supplied food. It was not about the food and beverage facilities at the attraction.

Q.10.2: Poorly answered because they did not fully comprehend the question. The use of the words "… implementation of recommendations…" posed a major problem for many candidates.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

Educators must develop the skill-sets of learners to interpret and apply information from extracts, pictures and case studies by using past examination papers. Also, to encouraged learners to think creatively of solutions to common complaints in the tourism industry.

(d) Describe any other specific observation relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development, etc.

In general, the biggest downfall of candidates remains the lack of content knowledge, language skills and higher order thinking skills.

Teachers must assists learners in identifying key verbs in the question and in the source.