

OBE for FET
science of tourism
level 2
lecturer's guide

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Cover design by ADG

Set in 10pt on 13pt PMN Caecilia by Annaline Westley

Printed and bound by Paarl Print, Oosterland Street, Paarl, South Africa

ISBN-13: 9781415401781

First edition 2007

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Books available in this series for the Vocational Programmes for the National Certificate Level 2: Tourism are:

9781415401859	1	OBE for FET Colleges Sustainable Tourism LEVEL 2 Student's Book
9781415401873		OBE for FET Colleges Sustainable Tourism LEVEL 2 Lecturer's Guide
9781415401941	2	OBE for FET Colleges Tourism Operations LEVEL 2 Student's Book
9781415401965		OBE for FET Colleges Tourism Operations LEVEL 2 Lecturer's Guide
9781415401583	3	OBE for FET Colleges Client Services and Human Relations LEVEL 2 Student's Book
9781415401606		OBE for FET Colleges Client Services and Human Relations LEVEL 2 Lecturer's Guide
9781415401767	4	OBE for FET Colleges Science of Tourism LEVEL 2 Student's Book
9781415401781		OBE for FET Colleges Science of Tourism LEVEL 2 Lecturer's Guide

Commonly used acronyms

AG	Assessment Guideline
CCO	Critical Cross-field Outcomes
DoE	Department of Education
EMS	Economic and Management Sciences
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HIV/Aids	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICASS	Internal Continuous Assessment
IKS	Indigenous Knowledge Systems
LG	Lecturer's Guide
LO	Learning Outcome
LP	Learning Programme
LTSM	Learning and teaching support materials
NC	National Certificate
NCS	National Curriculum Statement
NSC	National Senior Certificate
NQF	National Qualifications Framework
OBE	Outcomes-based Education
SAG	Subject Assessment Guideline
SB	Student's Book
SO	Subject Outcome
SSE	Students with Special Education Needs
SSM	Student Support Material

contents

introduction	
how to use this lecturers guide	4
Using this Lecturer's Guide with the Student's Book	4
The new curriculum	5
The FET/NC curriculum policy for Science of Tourism	6
Subject outcomes and Learning outcomes	7
Approach and teaching of Science of Tourism	18
The FET Science of Tourism lecturer	20
Planning for the Science of Tourism curriculum	24
Work schedule	25
Designing a learning programme	27
assessment	29
Programme of assessment and continuous assessment	33
Number and forms of assessment	34
Grading students' work	37
Assessment in Science of Tourism	37
promoting the ncs principles in your classroom	40
Overcoming barriers to learning and development.....	40
Social justice/human rights, socio-economic justice, environmental sustainability, HIV/Aids.....	40
Career opportunities	41
Resources needed for the teaching of Science of Tourism Level 2	41
Additional reference works.....	43
rubrics and checklists	45
chapters in the student's book	61
chapter 1: The tourism industry.....	61
chapter 2: Components of the tourism industry.....	73
chapter 3: Destination South Africa	94
chapter 4: Managing tourism.....	112
lecturer's portfolio and programme of assessment	126

Introduction

This series for the subject Science of Tourism offers a Lecturer's Guide and a Student's Book for Tourism for Level 2 in the Further Education and Training (FET) Colleges. The content of the Lecturer's Guide and Student's Book has been divided into five chapters, with each chapter dealing primarily with a particular theme and its Subject Outcome (SO). Assessment Standards (ASs) have also been integrated within Science of Tourism and across the other subjects. An AS cannot be integrated without linking it to its particular SO.

How to use this Lecturer's Guide

Every chapter in the Lecturer's Guide includes guidance and additional information on assessment.

The sections on guidance and additional information offer useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover the LOs (see page 9 for all the outcomes).










Possible **solutions** to questions in the Student's Book are also provided for most of the activities. Although you will find these suggestions useful when preparing a lesson, you can choose to adapt these methods or to use your own, since you know what will work best for your students. Additional information that is intended to serve as background for the lecturer is supplied for some of the activities.

Assessment should be continuous. At the end of each unit in the Student's Book, there is an opportunity for self-assessment by the students as well as an end-of-unit test. These formative assessment questions are directly linked to the LOs of each unit and could be used as part of tests and examinations. Where applicable, specific guidance is provided for **inclusive education** and SSEN.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment** for the activities in the Student's Book. Some **additional assessment** opportunities are also included. **Rubrics and checklists** have been prepared to assist you with assessment (see pages 44 to 61). You can choose to use these assessment tools as they are, or adapt them to suit your specific needs. At the end of each chapter in this Lecturer's Guide, there is a grid summarising the assessment for each activity. This could be used or adapted for Portfolio of Evidence assessment purposes for each student.

Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment, career links or a cross reference to something else.

	Cross reference This icon shows forward or backward links or references to other sections in the book.
	Outcomes Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Subject Outcomes and the Learning Outcomes.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that the students should work in pairs.
	Group work This icon indicates that the students should work in groups. Groups of four or five students are usually ideal, but depend on the type of activity.
	End-of-unit tests This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Tests at the end of each unit form part of summative assessment and assist the students in reflecting on what they have learnt.
	Minds This icon indicates knowledge outcomes that students should have acquired.
	Hands This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.
	Hearts This icon shows values-based outcomes that assist the students to express or develop particular values (or attitudes) with regard to the issues raised.

The new curriculum

A process of transforming education and training to realise the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands.

The OBE curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

What has changed?

The table below outlines some of the changes and compares terms used in the pre-OBE and OBE stages.

Pre-OBE	OBE
Old terms/phrases	New terms/phrases.
Core syllabus	Subject guidelines
Scheme of work	A learning programme consists of three stages of planning <ol style="list-style-type: none"> 1. Subject framework (Work schedule or Band plan per Subject) 2. Work schedule per level per subject 3. Lesson plans
Aims/themes/topics	Subject outcomes (SOs)
Objectives /content	Assessment standards (ASs)
Lesson plan	Lesson plan or learning experience
Text books	Learning and Teaching Support Materials (LTSM) – includes various learning and teaching resources like CDs, videos, text books, etc.
Learning/syllabus is content-driven. Rote learning takes place.	Learning is outcomes-based. The curriculum is relevant, communicative and connected to real-life situations, and provides for the development of knowledge, skills and values in an integrated way.
Traditional teaching methods may have included learning being textbook-driven.	Traditional teaching methods are enhanced through methods that require the students to be actively involved.
Lecturer-centred	Student-centred, and lecturer plays a facilitator/mediator role.
Students' work is assessed by the lecturer	A variety of assessment methods is used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation-, test- and task-based assessment takes place.
Lecturer is responsible for learning – motivation depends on the personality of the lecturer.	Students take responsibility for their own learning – students are motivated by constant feedback and affirmation.

The FET/NC curriculum policy for Science of Tourism

The FET/NC curriculum policy guidelines state the following:

Purpose of Science of Tourism

This subject prepares the student for the world of work in general and for the execution of Science of Tourism-related functions specifically. The practical components of Science of Tourism have the further aim to increase the student's competence level in such a way that he or she can be productive in a post for which a Science of Tourism background is required.

A student with an interest in the field of tourism or hospitality will benefit from doing Science of Tourism. Furthermore, this subject forms part of the management function of any business and is essential for any student exploring management as a future career opportunity in a tourism enterprise.

This subject will ensure that students:

- develop the skill to plan before commencing any work
- develop the logical thought processes so that instead of relying upon set rules, they may be able to apply basic principles to new and unfamiliar situations
- develop a systematic approach to the solution of problems
- understand and adapt to the social environment by meaningfully interpreting Science of Tourism information, which they may apply to their future lives
- develop specific characteristic disciplines such as thoroughness, accuracy and orderliness
- are motivated, self-directed, reflective lifelong students who responsibly manage themselves and their activities while working towards their goals

In addition to being able to secure formal employment, students need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Science of Tourism also forms the foundation for further learning opportunities.

Scope

Science of Tourism encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable tourism enterprises. The student who completes this certificate will be prepared to work in the small business sector, the private or the public sector, applying elementary knowledge and skills of subjects. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject.

The subject revolves around the following topics:

1. Function in a business environment
2. Human Relations with respect to colleagues with special needs
3. Client service in a cultural context
4. Health and safety according to the OHS Act.

Subject Outcomes and Learning Outcomes

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Science of Tourism Level 2 has four topics linked to Subject Outcomes (SOs), together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and that describe the knowledge, understanding, skills and values that students should demonstrate at the end in Science of Tourism for the National Certificate Level 2 in the FET Colleges band.

Science of Tourism Outcomes

		Topic 1: The Tourism Industry
T1 SO1		Subject outcome 1
		Give an integrated definition of tourism.
		Learning outcome
		The student should be able to:
T1 SO1	LO1	<ul style="list-style-type: none"> give a definition of tourism as given by the World Tourism Organisation or the Department of Environmental Affairs and Tourism
T1 SO1	LO2	<ul style="list-style-type: none"> explain the impact that tourism has on the social, economic and environmental sectors
T1 SO1	LO3	<ul style="list-style-type: none"> identify and discuss the link between the social, environmental and economic sectors
T1 SO1	LO4	<ul style="list-style-type: none"> collect information and illustrate in table format the advantages and disadvantages of the impact of tourism on these sectors.
T1 SO2		Subject outcome 2
		Identify and explain the three main sectors of the tourism industry.
		Learning outcome
		The student should be able to:
T1 SO2	LO1	<ul style="list-style-type: none"> list the three main tourism sectors and the type of enterprises that would fall under each, including but not limited to: <ul style="list-style-type: none"> accommodation: hotels, bed & breakfasts, guest houses, lodges, motels, campsites, caravan parks, self-catering transport: air, rail, water, road (cars, coaches, taxis, buses) services: retail (travel consultants), wholesale (domestic, inbound and outbound) support services: Insurance, banking, arts and culture and information
T1 SO2	LO2	<ul style="list-style-type: none"> identify different local and national enterprises and list them in table format under the applicable sector where they belong (accommodation, transport, services)
T1 SO2	LO3	<ul style="list-style-type: none"> give examples and identify how interaction between these sectors can impact on the delivery of tourism
T1 SO2	LO4	<ul style="list-style-type: none"> given local examples, collect information and explain their impact on tourism.

		Subject outcome 3
T1 SO3		Identify the different types of tourists and explain their reasons for travel.
		Learning outcome
		The student should be able to:
T1 SO3	LO1	<ul style="list-style-type: none"> identify a tourist as one of the following: (including but not limited to) individual, mass tourist, excursionist, wanderer, explorer, adventurer
T1 SO3	LO2	<ul style="list-style-type: none"> identify the interests of the different tourists
T1 SO3	LO3	<ul style="list-style-type: none"> identify the expectations of different types of tourists
T1 SO3	LO4	<ul style="list-style-type: none"> explain the reasons for travelling for any tourist
T1 SO4		Subject outcome 4
		Identify ways of accessing and using different sources of information to serve tourists.
		Learning outcome
		The student should be able to:
T1 SO4	LO1	<ul style="list-style-type: none"> list different types of information services, including but not limited to tourism centres, tourism agencies, tourism consultants, kiosks and curios (at least three)
T1 SO4	LO2	<ul style="list-style-type: none"> identify and list sources of information for tourists, including but not restricted to electronic, written and oral media, e.g. Internet, brochures, media, radio, video, telephonic libraries, herbarium, information centres (at least five)
T1 SO4	LO3	<ul style="list-style-type: none"> demonstrate how information obtained can benefit the tourist
T1 SO4	LO4	<ul style="list-style-type: none"> collect information and list unique attractions and services from a range of local tourism enterprises that will serve the interests of at least four types of tourists.
T1 SO5		Subject outcome 5
		Identify the products and services available in the tourism market.
		Learning outcome
		The student should be able to:
T1 SO5	LO1	<ul style="list-style-type: none"> list various services and products available in the tourism market
T1 SO5	LO2	<ul style="list-style-type: none"> classify the various products according to the sectors they belong to
T1 SO5	LO3	<ul style="list-style-type: none"> identify the products and services of at least one macro enterprise.
		Topic 2: The nature of tourists
T2 SO1		Subject outcome 1
		Identify why tourists visit South Africa.

		Learning outcome
		The student should be able to:
T2 SO1	LO1	<ul style="list-style-type: none"> define the term tourist
T2 SO1	LO2	<ul style="list-style-type: none"> identify reasons why tourists would like to visit South Africa, including but not restricted to: business, holiday, family entertainment, special interests, e.g. game reserves, adventure tours, backpacking, etc.
T2 SO2		Subject outcome 2
		Compare different categories of tourists.
		Learning outcome
		The student should be able to:
T2 SO2	LO1	<ul style="list-style-type: none"> develop a list of categories of tourists and their respective reasons for visiting South Africa
T2 SO2	LO2	<ul style="list-style-type: none"> explain the nature of the experiences desired by the different types of tourists, including but not restricted to: international, local, big budget, small budget, groups, individuals, experienced travellers, first-time travellers
T2 SO2	LO3	<ul style="list-style-type: none"> compare the needs of the different types of tourists
T2 SO2	LO4	<ul style="list-style-type: none"> identify the unique attractions of South Africa.
		Subject outcome 3
T2 SO3		Compare different types of tourist attractions.
		Learning outcome
		The student should be able to:
T2 SO3	LO1	<ul style="list-style-type: none"> list various local and national tourist attractions in table format under the following headings: cultural, natural, historical, local experience, luxury experience, entertainment, adventure.
T2 SO4		Subject outcome 4
		Apply understanding of tourist types and needs in order to suggest suitable attractions.
		Learning outcome
		The student should be able to:
T2 SO4	LO1	<ul style="list-style-type: none"> draw up a plan showing the different types and categories of tourists, their specific needs and local and national attractions that will satisfy their needs
T2 SO4	LO2	<ul style="list-style-type: none"> identify possible ways in which the different tourists' experience could be enhanced.

T2 S05		Subject outcome 5
		Define market segmentation.
		Learning outcome
		The student should be able to:
T2 S05	LO1	<ul style="list-style-type: none"> give a definition of market segmentation
T2 S05	LO2	<ul style="list-style-type: none"> explain the need for market segmentation with regard to the life cycle and specialisation of a tourism enterprise and the influence it has on a business and customer satisfaction.
		Topic 3: Tourism dynamics
T3 S01		Subject outcome 1
		Demonstrate knowledge and understanding of the contribution of the tourism industry to the economy.
		Learning outcome
		The student should be able to:
T3 S01	LO1	<ul style="list-style-type: none"> identify the sectors of the travel and tourism industry, including but not limited to hospitality, information services, travel services, transport, gaming and leisure and attractions, and explain their core purpose
T3 S01	LO2	<ul style="list-style-type: none"> describe ways that the travel and tourism industry contributes to South Africa's economic growth and the uplifting of communities by creating jobs, generating income and promoting cultural awareness
T3 S01	LO3	<ul style="list-style-type: none"> explain the importance of constantly improving the service standards within the travel and tourism industry with regard to customer development and customer satisfaction
T3 S01	LO4	<ul style="list-style-type: none"> explain the effect that poor service has on the hospitality, travel and tourism industries.
T3 S02		Subject outcome 2
		Demonstrate knowledge and understanding of the hospitality sector as part of the tourism industry.
		Learning outcome
		The student should be able to:
T3 S02	LO1	<ul style="list-style-type: none"> identify sectors in the hospitality industry, including but not restricted to accommodation, clubs, conferencing, pubs/bars, restaurants, fast-food/take away, industrial catering and gaming, and explain their core purpose
T3 S02	LO2	<ul style="list-style-type: none"> identify the main functional areas within the hospitality industry (range: front of house, accommodation services, food and drink service, food preparation and cooking)

T ₃ SO ₂	LO ₃	<ul style="list-style-type: none"> describe situations where the hospitality industry is adversely affected and give reasons for this
T ₃ SO ₂	LO ₄	<ul style="list-style-type: none"> identify the best ways of communication between all departments within an organisation and explain the importance of effective and regular communication
T ₃ SO ₂	LO ₅	<ul style="list-style-type: none"> identify industries that provide service and support to the hospitality industry and explain the role they play and the importance thereof.
T₃ SO₃		Subject outcome 3
		Demonstrate knowledge and understanding of the link between national heritage and tourism.
		Learning outcome
		The student should be able to:
T ₃ SO ₃	LO ₁	<ul style="list-style-type: none"> explain what is meant by ‘South Africa’s national heritage’ with regard to man-made, natural and human resources
T ₃ SO ₃	LO ₂	<ul style="list-style-type: none"> describe ways that our national heritage helps to attract tourism to South Africa.
T₃ SO₃		Subject outcome 3
		Demonstrate knowledge and understanding of the link between national heritage and tourism.
		Learning outcome
		The student should be able to:
T ₃ SO ₃	LO ₁	<ul style="list-style-type: none"> explain what is meant by ‘South Africa’s national heritage’ with regard to man-made, natural and human resources
T ₃ SO ₃	LO ₂	<ul style="list-style-type: none"> describe ways that our national heritage helps to attract tourism to South Africa.
T₃ SO₄		Subject outcome 4
		Explain the terms ‘tourist’, ‘tourism’ and ‘tourism product’ to demonstrate an understanding of these concepts.
		Learning outcome
		The student should be able to:
T ₃ SO ₄	LO ₁	<ul style="list-style-type: none"> obtain the definitions of the three terms from the World Tourism Organisation (WTO) and the Department of Environmental Affairs and Tourism (DEAT)
T ₃ SO ₄	LO ₂	<ul style="list-style-type: none"> explain the aspects of the tourism product with reference to the price, image and accessibility.
T₃ SO₅		Subject outcome 5
		Collect information and report on the impact of tourism locally, provincially and nationally.

		Learning outcome
		The student should be able to:
T ₃ S05	LO1	<ul style="list-style-type: none"> collect information on the economic advantages of tourism at local, provincial and national levels and compile a report that shows which type of product is the most profitable
T ₃ S05	LO2	<ul style="list-style-type: none"> collect information on the social advantages of tourism at local, provincial and national level
T ₃ S05	LO3	<ul style="list-style-type: none"> identify disadvantages such as harm to the environment and undermining of the local culture and explain with examples and possible solutions.
T₃ S06		Subject outcome 6
		List support systems needed for successful tourism.
		Learning outcome
		The student should be able to:
T ₃ S06	LO1	<ul style="list-style-type: none"> list support systems needed for accommodation, travel and services
T ₃ S06	LO2	<ul style="list-style-type: none"> discuss in detail at least three support systems of each, explaining their functions.
T₃ S07		Subject outcome 7
		Identify support services within the public and private sectors.
		Learning outcome
		The student should be able to:
T ₃ S07	LO1	<ul style="list-style-type: none"> list local support services available within the private sector
T ₃ S07	LO2	<ul style="list-style-type: none"> list support services available in the public sector and discuss their functionality and record their effectiveness or ineffectiveness in a table format, giving suggestions for improvement.
T₃ S08		Subject outcome 8
		Identify factors that support sustainable tourism.
		Learning outcome
		The student should be able to:
T ₃ S08	LO1	<ul style="list-style-type: none"> define the concept of sustainable tourism and explain the importance thereof
T ₃ S08	LO2	<ul style="list-style-type: none"> identify factors that will support sustainable tourism, including but not restricted to promotion of environmental conservation, cultural renewal, quality of skills, services and resources and accessibility
T ₃ S08	LO3	<ul style="list-style-type: none"> research cases and give a report on where at least one of the above has been implemented with success
T ₃ S08	LO4	<ul style="list-style-type: none"> identify and explain how relevant legislation can support sustainable tourism.

		Topic 4: Career opportunities in the tourism industry
T4 SO1		Subject outcome 1
		Identify the role-players in the tourism industry and their functions.
		Learning outcome
		The student should be able to:
T4 SO1	LO1	<ul style="list-style-type: none"> identify the national and provincial role-players in the tourism industry, including but not restricted to Department of Environmental Affairs and Tourism (DEAT), national and provincial authorities, Tourism and Hospitality Education and Training Authority (THETA), SA Tourism, ASATA, SADC, SA Tourism Institute, tourism offices of national destinations, other local, provincial and national role-players
T4 SO1	LO2	<ul style="list-style-type: none"> identify private NGOs that work in the tourism industry
T4 SO1	LO3	<ul style="list-style-type: none"> describe the role and function of all these role-players in the tourism industry and how they relate to and interact with the local tourism industry
T4 SO1	LO4	<ul style="list-style-type: none"> identify and describe the roles and function of local role-players.
T4 SO2		Subject outcome 2
		Examine possible career paths in the tourism field.
		Learning outcome
		The student should be able to:
T4 SO2	LO1	<ul style="list-style-type: none"> identify career paths within the tourism sector
T4 SO2	LO2	<ul style="list-style-type: none"> collect information regarding learning and development opportunities to support career development with regard to on-the-job/informal/in-service, distance learning, full-time training and national qualifications
T4 SO2	LO3	<ul style="list-style-type: none"> identify potential sources of information on job opportunities
T4 SO2	LO4	<ul style="list-style-type: none"> outline a career path for self as envisaged over 5, 10 and 15 years.
T4 SO3		Subject outcome 3
		List and select career opportunities and/or tourist ventures within the local environment.
		Learning outcome
		The student should be able to:
T4 SO3	LO1	<ul style="list-style-type: none"> list local tourism ventures, including but not restricted to tour operators, travel consultants, guides, information officers, travel services, the hospitality industry, transport services, the service sector, students themselves and entrepreneurs, and identify possible career opportunities available in at least three ventures
T4 SO3	LO2	<ul style="list-style-type: none"> research at least two of the possible identified job opportunities in each of the ventures with regard to availability, requirements, job descriptions and remuneration.

Critical cross-field outcomes

The critical cross-field outcomes are covered throughout the book:

1. Identify and solve problems that arise, either in the daily running of a tourism enterprise or when dealing with the general needs of tourists as clients, in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others in a variety of contexts: as a staff member in the tourism office; as part of a service excellence team; as leader or guide to a tour group; as a member of a particular tourism organisation; or being involved in a tourism project to involve and benefit the local community.
3. Organise and manage oneself and one's activities responsibly and effectively to utilise sound business and marketing skills and to combine these with the basics of the Science of Tourism in order to successfully work towards a tourism industry where service excellence is the main object, because ultimately tourists don't go where they don't receive friendly and professional treatment.
4. Collect, analyse, organise and critically evaluate information that will continuously help to improve standards in the tourism workplace, or that will serve towards the development of the national tourism industry.
5. Demonstrate an understanding of the world in general, and the tourism world in particular, as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
6. Communicate effectively with tourists, using visual and/or language skills in the modes of oral and/or written presentations whilst showing awareness throughout of possible communication barriers such as language or cultural chasms.
7. Use modern technology effectively and critically towards faster and more accurate tourism administration and to keep the tourism industry in tune with our computerised world, but always showing responsibility towards the environment and the health of others in the spirit of conservation and ecology.
8. Contribute to the full personal development of each learner and the social economic development of society at large, by making it the underlying intention of the tourism learning programme to make the individual aware of the importance of knowing that self-improvement plays a key role in an individual's success.
 - 8.1 Reflect on and explore a variety of strategies to learn more effectively those service characteristics and skills that are needed in a service business such as tourism.
 - 8.2 Participate as responsible citizens in the life of local, national and global communities by not only serving in a travel industry that makes physical contact between local, national and global communities possible, but by also striving to preserve those very communities through sound sustainable tourism practices.
 - 8.3 Use the opportunity of working with so many tourist clients from all walks of life and from all over the world, to be culturally and aesthetically sensitive across a range of social contexts.

- 8.4 Explore education and career opportunities by examining all the various sectors of the tourism industry and (through practical work) some of the employment possibilities.
- 8.5 Develop entrepreneurial opportunities such as starting up tourism SMMEs by examining marketing principles and entrepreneurial skills, and by practising how to develop a business plan.

The interrelationship of SOs

The chapters in the Student's Book are based on the topics set out in the curriculum document. However, because of the interconnected nature of the subject matter, the material in the Student's Book does not always follow the exact order as given in the curriculum document. We presented the text in a logical, practical order, while still covering all the required learning outcomes. In some instances, LOs have been integrated within SOs, as indicated in the table at the beginning of each unit in this Lecturer's Guide.

Learning Outcomes

Each SO has its own ASs and LOs. LOs describe the level at which students should demonstrate their achievement of the SOs. The LOs:

- are level specific
- give more detail to SOs
- serve as a benchmark to be achieved by the student in a specific level
- describe ways of achieving the SOs
- define the levels of progression within and across each level in the FET band
- change from level to level.

The Science of Tourism ASs have been designed in such a way that there is natural progression within and across levels.

In the Student's Book, the ASs have been used to develop different units per chapter. ASs are tabulated at the beginning of each unit.

Approach and teaching of Science of Tourism

Science of Tourism is one of the subjects employed to achieve OBE. This means that the CCOs incorporating knowledge, skills, values and attitudes will be acquired by learning this subject. This subject will contribute towards the process of lifelong learning and the achievement of the CCOs.

Content and design

The Science of Tourism programme is vocationally orientated and aims to equip students adequately for the entry into the world of work, providing him or her with practical knowledge and skills required in the wider tourism sector. Science of Tourism integrates academic knowledge and theory with practical skills and values in which students have to demonstrate competence.

Approach

Students learn best when they discover and do things, have fun, communicate in various ways, are not afraid of failing while attempting tasks, and feel good about themselves when they are successful. Science of Tourism creates opportunities to relate what is learnt to real-life experiences that can be observed through practical experience, simulation and the media. It requires students to learn through discovery, participation and contribution, communication, critical thinking, reasoning, analysing and reflecting. The approach is student-centred, where the lecturer is both a facilitator and a mediator. The lecturer uses team tasks, group work and an assortment of resources, which may include parents, other members of society and stakeholders. The lecturer should motivate the students to take ownership and accept responsibility for their own learning by giving them constant feedback and assurance that they are developing the required knowledge, skills and values.

Students must investigate, explore, research and monitor actual accounting and commercial events. They should participate in role-play activities to help them see how people interface and interact with one another. They should develop their own value system through arguments and debates, and be given opportunities to express their opinions.

It is strongly recommended that you have an up-to-date reading shelf in the Science of Tourism classroom. This shelf should have newspapers, relevant magazines, printed Internet articles and other print media associated with Science of Tourism. Students should monitor news events relating to tourism and the environment. The Science of Tourism lecturer should be ahead of the students in this respect.

The local environment should also be taken into account when you are teaching Science of Tourism, and lecturers should include practical sessions and field trips in their planning and preparation.

It is important to try to arrange for guest speakers to address the students on certain issues and topics.

Create as many opportunities as possible for students to make presentations. Allow time for debates, where students should be given the opportunity to analyse, interpret and express ideas, defend an argument and draw conclusions.

Including students with special needs (SSEN)

Students with disabilities and special needs should not be excluded from activities. These students should get the opportunity to decide at which point to stop or take up different tasks. Ensure that disabled students get the necessary assistance and support. The presentation hints in the Lecturer's Guide will often suggest ways to accommodate students with special needs.

Lecturers should implement innovative, resourceful teaching and learning strategies in Science of Tourism to accommodate an inclusive education system and to develop the full potential of all students, including those with physical, mental and emotional barriers to learning. Students with special needs, which include

'gifted' students, should also be incorporated into the planning of and preparation for learning. Here are some ideas for students with special needs:

- Arrange an oral instead of a written examination for dyslexic students. Dyslexic students should not be penalised for spelling errors.
- Enlarge the text, where possible, for visually impaired students.
- The Student's Book will have to be written in Braille or put onto an audio tape for blind students. Work done in Braille is very bulky, but if it is put into a lever-arch file, it is easier to work with. The written text should also be written above the Braille 'print' so that lecturers unable to read Braille can help students.
- A concession of extra time may be given for students who cannot write quickly. The 'rule of thumb' is 15 minutes extra time for every hour.
- In any assignment where reading is involved, a tape recorder can be used for those students who can listen and follow with the taped text.
- Allow students to use the spell-check function on computers. Students should also be allowed to use dictionaries. .
- Design assignments and examinations in such a way that the writing requirements are minimised (e.g. make use of multiple-choice questions instead of essays).
- On field trips, arrange for students with behavioural problems to be placed with good role models.
- On any fieldwork activities, remember to take a list of any medication requirements (the time medication needs to be administered, etc.).
- When doing any task in class, wheelchair-bound students must be accommodated by ensuring that all materials are in easy reach. Ensure there is enough space for the wheelchair or for a child using crutches.
- Students who move around with difficulty (e.g. on crutches) could use office chairs on rollers where these are available.
- The visually impaired student should be allowed to familiarise him- or herself with the classroom.
- Where students are required to do a presentation, use a sign language interpreter for deaf students and a facilitator to help blind students with visual aids.
- Always consider wheelchair accessibility where fieldwork is required. You should contact or visit the venue beforehand to find out whether there is wheelchair access.
- When using graphs or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.
- In group work, be aware of students who are hard of hearing. Always face the student and talk clearly, but not too loudly. Think about including a sign language interpreter for deaf students.
- Some students may not be comfortable with delivering a verbal presentation in front of the class. Help these students by giving them ideas on how to be well-prepared before making a speech (e.g. using well-chosen visual aids to help them through the presentation).

The FET Science of Tourism lecturer

All subjects in the Vocational Programme Levels 2–4 have new features with which lecturers must cope. Lecturers are required to be OBE compliant and should implement policy laid down by the Department of Education. In essence, this means that SOs and LOs for the FET band should be adhered to.

The lecturer is an interpreter and designer of Science of Tourism learning programmes and materials who should share lesson plans and notes, allow fellow lecturers to observe classes or lessons, review lesson plans, plan worksheets, give plans for advanced students and students with special educational needs, and show evidence of different evaluations and assessments.

There is a strong focus on the acquisition of literacy and numeracy skills in the FET band. In Science of Tourism, language and mathematic literacy skills are relevant. It is important for students to develop communication and quantitative skills in Science of Tourism. This may create an opportunity for the Science of Tourism lecturer to occasionally engage in cross-curricular activities.

An FET Science of Tourism lecturer should undertake professional development as an ongoing and long-term activity. Lecturers are encouraged to enrol for continuing lecturer development provided by Higher Education Institutions (HEIs). The national and provincial departments of education offer courses and workshops, and lecturers are urged to attend these.

Lecturers should try to network with:

- other lecturers at their own or other colleges to share ideas and student support materials
- enterprises that could assist in promoting and developing the subject
- the immediate community in which they operate
- other stakeholders who have an interest in the students and the subject.

Lecturers should assist students to assess their own learning and help them to analyse and interpret results so that they can improve the learning process and programmes. They should give praise, feedback and encouragement where necessary on the basis of assessed activities.

Lecturers should also be involved in frequent school-based or cluster-based gatherings and meetings to reflect on teaching and to contribute towards joint planning.

The Science of Tourism student

Students emerging from the GET band are students who have acquired skills, knowledge, values and attitudes underpinned by the critical and developmental outcomes.

The Learning Outcomes in Science of Tourism and other learning areas (GET band) have benefited students in the following ways. They will be students who:

- possess an improved ability to identify and solve problems
- can make responsible and informed decisions using critical and creative thinking skills

- have gained the ability to co-operate and work harmoniously with others in various group contexts
- can demonstrate managerial, administrative and consumer skills, and fulfil a meaningful role in the tourism environment
- have been equipped with the skills to collect, analyse and organise information from a variety of sources, and who can critically evaluate information
- have acquired the ability to use different ways to communicate information
- have generally gained an understanding of the world as a set of interrelated systems – locally, regionally, nationally and globally
- have gained an improved understanding of reconstruction, sustainable growth and development, and can reflect critically on the related processes
- have learnt to negotiate, share, take responsibility and participate in the economic matters of their communities, societies and country, and on a global scale
- have dealt with cultural and aesthetic issues in a tourism context, and have gained improved sensitivity in dealing with these issues
- have gained knowledge, skills and attitudes in applying entrepreneurial competencies and exploring related education and career opportunities.

The skills students acquire in Science of Tourism include the ability to:

- argue logically (recognise an argument, identify reasons, identify conclusions)
- discriminate between fact and opinion
- demonstrate numerical and spatial skills (arithmetic, mathematics, statistics)
- communicate effectively (debate, oral presentation)
- think critically (interpret and evaluate information, identify assumptions, ask pertinent questions, point out implications)
- solve problems (identify relevant selection, identify similarities)
- make predictions
- investigate/research.

It is important for students to develop language skills so that they can express themselves in a way in which they are understood. Science of Tourism has its own unique language and some words often have different meanings from everyday language.

Science of Tourism also requires students to develop practical skills such as compiling tables, drawing graphs, illustrating models, making sketches and diagrams. Students should also acquire technical knowledge such as the formats and characteristics of essays, assignments, reports, journals, portfolios and summaries.

Science of Tourism students should master mathematical skills (from simple numerical calculations to calculating and converting percentages, applying statistical applications, drawing graphs, etc.).

Values are as important as knowledge and skills, and are required to achieve the SOs. The three groups of values promoted by our Constitution and society are listed below.

Educational values	Social values	Science of Tourism values
<ul style="list-style-type: none"> • neat work • good manners • discipline • active participation • assertiveness • consistency 	<ul style="list-style-type: none"> • equality • Ubuntu • honesty • respect for the 'rule of law' • respect and sensitivity • inclusivity • justice • dignity and self-image • morality 	<ul style="list-style-type: none"> • rationality • efficiency • creativity • dedication • proactivity • productivity • innovativeness • consultation

Science of Tourism and the NCS principles

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key NCS principles and values of social transformation; progression; articulation and portability; human rights, inclusivity, environmental and social justice; and valuing of indigenous knowledge systems.

OBE, integration and applied competence; progression, credibility, quality and efficiency; high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the five topics.

Social transformation

The NCS builds on the visions and values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the students' personal development, we should ensure that we build a national South African identity.

Valuing indigenous knowledge systems

The rich history and heritage of South Africans need to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities have to be included in our actions and thinking regarding tourism.

Human rights, inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other rights to freedom of religion and belief, expression and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

In Science of Tourism we have endeavoured to build these principles into the text and the activities. Items directly or implicitly included in the ASs regarding human rights, inclusivity, HIV/Aids, environmental sustainability and socio-economic justice are listed below.

i	Global economic arrangement and its impact on human rights and the environment
ii	Industrialisation and the promotion and violation of human rights and the environment
iii	National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
iv	Labour movements and labour rights (South African labour rights framework)
v	Workers' rights and responsibilities
vi	Conventions and declarations of the International Labour Organisation
vii	Convention on the rights of the child
viii	Agenda 21 (Global partnership agreement to meet the challenges of environment and development, Rio Earth Summit 1992)
ix	Mobilisation of indigenous knowledge in relation to indigenous economic systems and practices (past and contemporary)
x	Employment equity and basic conditions of employment
xi	Empowerment and government tender regulations
xii	Black economic empowerment
xiii	Patterns of unequal distribution (income, land, wealth, access to natural and other resources, etc.)
xiv	Taxation and compensation for human rights abuses
xv	Land restitution
xvi	Food distribution, hunger and starvation
xvii	Trade relations, exports, imports and treaties
xviii	Economic activity and the degradation of the environment
xix	Environmental impact assessment, environmental management practices, and economic and industrial development
xx	Community participation in local economic planning and activities
xxi	The role of marginalised groups in the economy (women, refugees, etc.)
xxii	Access of marginalised groups to participate in the economy
xxiii	The structure of economy and exclusion
xxiv	Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc.)
xxv	Economic exploitation, slavery, colonialism and imperialism

Outcomes-based education

Outcomes-based education forms the foundation of the South African curriculum. The SOs and ASs have been derived from the CCOs, which were inspired by the Constitution, and will ensure that knowledge, skills and values are articulated.

High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each level. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in all students. In Science of Tourism the necessary knowledge and skills have been built into the text and the activities.

Articulation and portability

Articulation refers to the relationship between qualifications in the different NQF bands (GET/FET) and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

Planning for the Science of Tourism curriculum

It is imperative for lecturers to plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specified level if the lecturer does not plan adequately. Planning could be summarised as follows:

- a three-year subject framework (*macro planning*)
- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment and that will spell out 'term plans' of work to be covered in a particular term (*meso planning*)
- weekly and daily planning (lesson plans or learning experiences) specifying activities (*micro planning*)

Example of a work schedule for Science of Tourism

The work schedule below is a rough estimate of time to be spent on each unit. Variations may occur, but it is advisable to adhere to the schedule as set out below. The weighted value of topics is given below the work schedule.

This schedule is based on a 32-week teaching year (excluding examination time).

The Assessment Tasks are indicated: (T) = teacher assessed; (P) = peer assessed.

This Assessment Plan provides for a continuous Internal Summative Assessment Task that runs through most chapters and units.

All the Formative Tasks are part of the Internal Continuous Assessment process and can be used as portfolio tasks. However, there are many more than the minimum requirement of six tasks. You should select from all the tasks those that best demonstrate the students' competence. We have presented four closed-book tests and four open-book tests, as required for the portfolio of evidence.

Topics	Weighted value
1. The tourism Industry	25
2. The nature of tourists	25
3. Tourism dynamics	25
4. Career opportunities in the tourism industry	25
TOTAL	100

Work schedule for Science of Tourism

Week number	Units	No. of weeks
Chapter 1: The tourism industry		
1	Unit 1 Tourism: A brief overview	2
3	Unit 2 The impact of tourism	3
6	Unit 3 Tourism and economic growth	3
Chapter 2: Components of the tourism industry		
9	Unit 4 Tourism sectors	2
11	Unit 5 Tourists	2
13	Unit 6 Tourism information	2
15	Unit 7 The hospitality industry	2
Chapter 3: Destination South Africa		
17	Unit 8 Tourist attractions in South Africa	2
19	Unit 9 National heritage tourism	3
22	Unit 10 Sustainable tourism	3
Chapter 4: Managing tourism		
25	Unit 11 The tourism product	2
27	Unit 12 Market segmentation	2
29	Unit 13 Role-players in the tourism industry	2
31	Unit 14 Careers in tourism	2

Designing a learning programme

A learning programme is a tool that enables lecturers to plan for sequenced learning, teaching and assessment opportunities across the FET Band (i.e. Levels 2–4) so that a point is reached where all five Subject Outcomes in Science of Tourism have been achieved in a progressive manner.

A learning programme consists of the following three stages of planning:

- subject framework
- work schedule per level
- lesson plans.

The following steps should be considered when designing a learning programme:

Step 1: Clarify the SOs

- Check the policy documents to check the SOs and ASs for the learning programme.
- Critical cross-field outcomes also need to be taken into account.

Step 2: Clarify the kind of evidence required

- Consult various resources, including the curriculum policy documents, to determine what students are expected to achieve and identify relevant source materials. The purpose is to establish what should be included in the learning programme and to what level.
- List the knowledge to be included: facts, concepts, theories, etc.
- List the skills to be developed. These may be subject-specific skills, such as using scientific equipment, or general skills such as group work, time management or research skills.
- List the contexts that will help focus on attitudes and values. We cannot 'teach' attitudes, but we can create opportunities for students to form, test and even change their attitudes, beliefs and values. We create these opportunities by focusing on real-life contexts that encourage students to express and explain personal views on issues.
- Decide on the assessment activities, methods and tools that will be used during the programme. Decide on what assessment will take place and how this will be recorded and reported.

Step 3: Design the teaching, learning and assessment plan

- Draw up a plan that puts what will be learnt into a sequence for delivery in class. Divide the learning programme into sections (or chapters, or learning experiences or lessons). This should match the time allocated on the level plan.
- Work out how long each section will take. Allocate an appropriate number of periods for each section. Include time for assessment.
- If students need to draw on previous work or on learning from another subject, check with other lecturers.

Step 4: Design each learning activity or experience

- Plan what will happen at each stage during the learning experience, lesson or period, and allocate an approximate time, in minutes, for each stage. Allow time for questions, unexpected interruptions, etc.

- Decide on which learning methods to use. Will learning happen through direct presentation? Will students do tasks? Will students work alone or in groups? What must be done in class and what will be given for homework?
- Plan what resources will be needed and in what quantities.
- Plan the assessment tasks, questions or assignment.

Step 5: Reflect, record and prepare

- Reflect and note what worked and what needs to be changed.
- Decide what learning programme needs to be completed next.

Template for a lesson plan (learning experience)						
Subject:		Topic:			Level:	
SOs:						
COs:						
DOs:						
LOs:						
Lecturer's actions	Student activities	Key concepts/ content	SKVs	Assessment strategies	Resources	Estimated time
Expanded opportunities:			Enrichment:			
Special needs:			Homework:			
Reflection:						
Lecturer			Date	Comment		

Lecturers should reflect on the lessons taught and assess themselves to ensure that NCS standards and quality lessons are in place. The following checklist may help.

Have I ...	Yes	No
checked all policy documents for curriculum requirements?		
selected SOs for the subject and the relevant LOs and checked that all activities and assessments are linked to the SOs and LOs?		
considered related SOs and LOs from other fields of learning?		
decided on a logical set of knowledge and skills (including communications and presentation skills) as part of the programme?		
included values, attitudes, opinions, decisions and predictions in the programme?		
balanced skills, knowledge, insight and personal learning in the programme?		
checked that the programme is at an appropriate level of rigour, depth and breadth for the level, age and level of development of students?		
decided on tasks and/or tests as the assessment strategy for the programme?		
developed an overall teaching, learning and assessment plan for the programme?		

planned each lesson in such a way that I have ...		
• planned and prepared resources for each learning experience?		
• put everything in the plan into a sequence of delivery?		
• added time limits to every section (to a maximum of 80%)?		
• referred to what students already know of the topic?		
• balanced direct and student-centred activities?		
• planned learning activities that create assessment evidence?		
• allowed students to be able to assess their progress?		
• balanced group and individual work?		
• planned for students to read, write, speak and listen?		
• included integrated activities that are realistic and feasible?		
• referred to the real-world applications and contexts?		
• catered for different learning styles in some way?		
• thought about homework or projects?		
• listed, provided, checked and reproduced resources?		
• identified any new or difficult words?		
• included questions that test comprehension, logic, etc.?		
• prepared assessment instruments and checked them?		
• checked alignment to the COs and DOs?		

Internet sites

It is recommended that you use Internet sites. See page 44 for a list of useful websites.

Assessment

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

- create an integrated national framework for learning achievements
- facilitate access to and progression within education, training and career paths
- enhance the quality of education and training
- redress unfair discrimination and past imbalances and thereby accelerate employment opportunities
- contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility
 - moral accountability and ethical work orientation
 - economic participation
 - nation-building

Assessment in OBE should be part of the continuous and integrated process of focusing on students' growth and development. Assessment should take place in the context of a friendly, caring, non-judgemental environment, and serve as a positive affirmation of the student.

The Subject Assessment Guidelines (SAG) use assessment in both formative and summative ways in order for students to demonstrate the SOs in relevant contexts.

Managing assessment involves three stages:

- collecting evidence
- recording assessment
- reporting.

Assessment is part of the learning process in OBE and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- provide information for reviewing and evaluating learning programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

The following aspects are assessed:

- SOs
- ASs
- LOs
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

Baseline assessment takes place *at the beginning* of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

Diagnostic assessment takes place *throughout* the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

Formative assessment is used *throughout* the learning process to establish whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

Summative assessment takes place *over time and at the end* of a learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

METHODS OF ASSESSMENT

(Who carries out the assessment?)

Self-assessment

Peer assessment

Group assessment

Lecturer assessment

TOOLS AND INSTRUMENTS FOR ASSESSING STUDENT PERFORMANCE

Methods for collecting evidence

Observation-based
(Less structured)
Task-based
(Structured)
Test-based
(More structured)

Assessment instruments

- Observation
- Class questions
- Lecturer, student, parent discussions
- Assignments/tasks
- Projects
- Investigations/research
- Case studies
- Practical exercises
- Demonstrations
- Role play
- Interviews
- Examinations
- Class tests
- Practical examinations
- Oral tests
- Open book tests

Assessment tools

- Observation sheets
- Individuals' notes
- Comments
- Checklists
- Rubrics
- Marks (e.g. %)
- Rating scales (1–4)

Evidence

- Focus on individual students
- Subjective evidence based on lecturer observations and impressions
- Open middle: Students produce the same evidence but in different ways
- Open ended: Students use same process to achieve different end points
- All students answer the same questions in the same way and within the same time

Reporting tools

- Report card using national codes and comments on competence
- Lecturer-parent interview
- Lecturer-student interview
- Written comments in student work books
- Day-by-day assessment sheets, etc.

The table below can be used as a checklist to determine whether the assessment target meets the method. For example, if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (*check that they both have a rating of 5*).

	Objective	Essay	Performance based (individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from McMillan (1997) *Classroom Assessment: Principles and Practice for Effective Instruction*

Assessment principles

For assessment to be effective it should be:

- A **valid** process that integrates knowledge, skills and values. There should be evidence that has been collected on a number of occasions and in a variety of contexts and situations.
- **Level-appropriate**. It should be appropriate to the knowledge, skills or attitudes to be assessed, and to the development level of the student.
- **Focused**. It must assess what it is intended to.
- **Reliable**. All assessment should be monitored and reviewed so that there is standardisation and consistency in the interpretation of the evidence.
- **Fair and transparent**. Students must know how they are going to be assessed and what criteria will be used for assessment.
- **Flexible**. Assessment must cater for and take cognisance of different learning styles, and a range of assessment techniques should be used.
- **Authentic, continuous, varied and balanced**.
- An **ongoing, integral part** of the learning process.
- **Accurate, objective, practicable, effective and time-efficient**.
- **Bias-free** and sensitive to **gender, race and cultural background**.
- Used to identify areas where students need **support and remedial intervention**, or provide evidence of progress in achieving outcomes.

Assessment methods

Some of the assessment methods used in OBE and other education systems are explained below.

- **Self-assessment.** Students assess themselves against given criteria (skills that are important for life-long learning), which may be reflected on a self-checklist. Students reflect on their own performance and recognise the limitations of their work.
- **Peer assessment.** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each other's work and/or counting the marks.
- **Three-way assessment.** This provides an opportunity for students, lecturers and care-givers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Care-givers respond with a comment on the student's achievement and progress.
- **Test-based assessment.** The same evidence is gathered for all students in the same way and at the same time. It is far more rigid process. A mark or a score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment.** These include well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment.** This is a direct or systematic observation of a student's performance or an examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specified tasks (e.g. projects, debates, assignments, speeches and presentations).

Internal continuous assessment (ICASS)

Assessment should be ongoing and link learning and products. In OBE, planning takes place with the SOs and LOs in mind. As we assess, we make decisions that are based on that assessment, and then those decisions will in turn be assessed, and so on, which is the principle of continuous assessment.

Internal continuous assessment is abbreviated as ICASS and referred to as college-based assessment by using instruments such as projects, tests, assignments, investigations, role play, case studies, etc. ICASS is an ongoing process of gathering valid and reliable information (evidence) about the performance of the student during a year or level. ICASS is undertaken either in a real workplace, a simulated/workshop or structured environment, is moderated internally, or externally quality assured by Umalusi. The results and findings of ICASS should be recorded, reflected upon and reported on by giving positive, supportive and motivational feedback to students, other lecturers, care-givers and any other bona fide interested parties.

The practical component of ICASS involves that all ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

ICASS:

- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student
- enables lecturers to pace students and provide enrichment
- sets well-defined outcomes for the students to achieve
- ensures that the learning programme is significant for the student, and prevents 'teaching for a test'
- covers a wide spectrum of learning activities and tasks
- is transparent, as students are aware of the assessment criteria
- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression
- involves assessment of knowledge, skills, values and attitudes
- encourages lecturers and students to appraise their own work.

A compulsory component of ICASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires the **integrated application of competence** and is executed under strict assessment conditions. The duration of the task should aim to equate a 4–7 hour work session and should take place in a simulated or structured work environment. This is the most significant test of the students' ability to apply the knowledge acquired. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

Number and forms of assessment for Level 2 assessment programme

At Level 2, an internal assessment component counts 50% of the final assessment mark. An example of the requirements of the internal assessment programme for Level 2 is summarised as follows:

Term 1	Term 2	Term 3	Total
1 x Task e.g. Assignment	1 x Task e.g. Project	1 x Task e.g. Presentation (oral and written)	3 x Tasks
1 x Test		1 x Test	2 x Tests
	June Examination	September Examination	2 x Exams
			7

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of Science of Tourism.

The tasks should be carefully designed and will give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of assessment forms are debates, presentation, projects, simulations, assignments, models, case studies, long essays and research projects.

Instrument 1: Control tests (two per year) and examinations (two per year)

The following conditions apply to control tests:

- All classes in the same level write the same test at the same time.
- The tests should be based on accumulated work.
- Moderation of the question paper and answer scripts should take place at college level (internal college moderation).
- Tests should be written under examination conditions.
- Questions should comply with the end-of-year examination standards.
- Where there is more than one lecturer teaching the subject, agreement should be reached on the scope, date and time of the test.
- The structure and mark allocation should be similar to that of the final National Senior Certificate (NSC) Level 2 examination.

Instrument 2: Research assignment (min. of one per year)

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that the students can form their own opinions on the basis of acquired subject knowledge. Assignments may also be in the form of practical research.

Instrument 3: Project (min. of one per year)

- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some definite goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to CASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4–10 handwritten pages, excluding pictures, graphs, displays, etc.

When a project is prepared, the following minimum requirements should be met:

- a title page
- a table of contents
- text divided into paragraphs

- references to sources
- the text could include pictures, photos, diagrams, graphs, etc.
- the project should be presented in an acceptable way (bound or stapled).

Instrument 4: Oral presentation (min. of one per year)

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end result of the activity (the product), or the carrying out of the activity (the process), or a combination of both.

Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start the presentation.

Day-by-day assessments: practical application

Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

Scenario/case study

Students are presented with a real-life situation, a problem or an incident related to the learning outcome, and are expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

Role plays

Students are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the student may be briefed on the particular role to be played. Such assessments are open-ended and are person-centred.

Oral questions

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

Observations

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as they respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

Class tests

- Lecturers design their own diagnostic tests and conduct these during instruction time and at their discretion according to the needs of the class.
- Objective tests could include multiple choice, matching, true or false, and short answer completion, and could be used to assess the theory parts of the subject.
- Class tests should cater for the multiple intelligences of the students, and appropriate rubrics could be used for assessment.

Debates

Topics for debates should relate to the ASs and be formulated as contentious statements. Students should be given sufficient time to research their topics and prepare their arguments. Students should not exceed a time limit of three minutes per speaker. Students engage in a formal debate in groups not larger than eight.

Portfolios

Lecturers and students should have portfolios in which they collect evidence of school-based learning and assessment. Portfolios facilitate moderation and verification processes, and should be readily available for this purpose.

The **lecturer's portfolio** should contain all the instructions, assessment criteria and rubrics relating the Annual Assessment Plan given to the students. Each student should have a **student's portfolio** that contains assessed items as evidence used to calculate his or her internal assessment mark. Portfolios should have a clear intent and purpose that is linked to AS.

Grading students' work

Science of Tourism, as is the case for all the other vocational subjects, will be assessed according to four levels of competence. Each level description is contained in the table below

Scale of achievement for the vocational component

Rating code	Rating	Marks %
4	Outstanding	80–100
3	Competent	70–79
2	Not yet competent	60–69
1	Not achieved	0–59

Subject competencies have been described to distinguish the level expectations of what students must know and be able to achieve. The descriptions for Science of Tourism are outlined in the Subject Assessment Guidelines for Science of Tourism (National Certificate Level 2 – Tourism).

Both college-based and external assessment should be criterion-referenced. Marks could be used to evaluate specific assessment tasks, but the tasks should be assessed against rubrics. Tasks or questions should address an aspect of a particular outcome and the AS should be used when creating a rubric for assessing that task or question.

Assessment in Science of Tourism

External assessment in Level 2 Science of Tourism will count 50% and college-based assessment or internal assessment counts 50% towards the student's progression mark. The college-based assessment (ICASS) component, in turn, has a summative component (internal examinations and standardised tests) and a formative component (assignments and tasks to develop subject skills: e.g. monitoring and research activities, presentations, debating, numerical calculations, summarising, memorising.)

Tests and examinations will focus on assessing knowledge and understanding, mainly through the application of the acquired subject-specific knowledge and skills of the student.

Summative assessment

The summative component of college-based assessment comprises 50% of the total for the year. At Level 2, the summative component of ICASS includes standardised tests.

Questions typically start with command or key words. These words indicate which skills are required when answering the question. If candidates are asked to evaluate a problem, but only show knowledge and understanding, they will lose most of the marks for that question. The meanings of the most frequently used verbs are listed below.

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. define heritage resources).
Describe	Give an account (e.g. describe the tourism product).
Identify	Single out from other information (e.g. identify the types of tourists).
Illustrate	Use examples to explain a point (e.g. illustrate by means of an example the value of sustainable tourism).
List	State briefly (e.g. list three modes of transport).
Outline	Give a brief description (e.g. outline the role of government organisations in tourism).
State	Give or say (e.g. state two reasons why tourists travel).
Summarise	Bring out the main points from a complex set of data (e.g. draw a mind map that summarises the sectors in the tourism industry).
What	Clarify a point (e.g. what are the main characteristics of a successful tourism operation?).

Application	
Apply	Use knowledge of Science of Tourism to understand an issue or to solve a problem (e.g. apply your knowledge on equity to identify whether the following transactions would have a positive or a negative effect on equity).
Calculate	Use mathematics to work out an answer (e.g. calculate the cost price of a tour).
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. distinguish between the characteristics of a travel agent and a travel organiser).
Explain	Make clear (e.g. explain the process of making reservations).
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct – ‘suggest’ may require candidates to analyse a problem and not just apply Science of Tourism problems (e.g. suggest reasons why a business would sell to customers on credit).
Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem – analysis involves recognising what is important, and applying knowledge and understanding of Science of Tourism (e.g. analyse the payment procedure).
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. compare by tabulating the similarities and differences between mass travel and individual travel).
Examine	Break down an issue or problem to understand it (e.g. examine the role of communities in sustainable tourism).
Investigate	Look for evidence to explain and analyse (e.g. investigate the economic impact of tourism and present your findings in a report).
Evaluation	
Assess	Analyse an issue or problem and then weigh up the relative importance of different strands (e.g. assess the success of the different methods used to make tourism sustainable).
Comment on	Invites students to make judgements on the basis of the evidence they have presented (e.g. comment on why good management is the key to a successful business).
Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. critically analyse the three options to conserve heritage sites).
Do you think	Invites students to give their own opinions about an issue or problem, but marks will always be awarded for the quality of the argument and not for any individual opinions (e.g. do you think it is better for a business to sell on credit than only for cash?).
Discuss	Compare a number of possible views about an issue and weigh up their relative importance – a conclusion is essential (e.g. discuss the importance of screening customers before allowing them to buy on credit).
Evaluate	Similar to discuss; to compare a number of possible views – a final judgement is essential (e.g. evaluate the advantages and disadvantages of tourism).
To what extent	Explain and analyse and then comment upon the relative importance of the arguments (e.g. to what extent should a tour guide make use of loans to finance his or her business?).

Summative assessment involves a minimum of three control tests (at least one per term for the first three terms).

Formative assessment

Formative assessment informs the lecturer and the student of the student's progress. It contributes towards the formation and the development of the student's formative years. The formative component of college-based assessment comprises 50% of the total marks for the year. The formative component of ICASS must include various activities, for example:

- research and monitoring of relevant, contemporary tourism issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day-to-day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

The formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intra-personal, musical-rhythmic, bodily-kinaesthetic, mathematical/logical, spatial) of students in an inclusive education context.

A **performance assessment** is a direct observation of an actual student performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as a laboratory or a classroom), or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an 'authentic assessment'. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

Characteristics of performance assessments:

- Students are expected to perform, produce, create or do something.
- The skills are those displayed by individuals outside the classroom (i.e. in society or in the workplace).
- Higher-order thinking processes and problem-solving skills are required for these tasks.
- They provide opportunities for students to present and explain their work.

The following steps are suggested to develop a performance assessment.

- Clearly identify the outcome(s) to be assessed (i.e. create a clear and appropriate target for the students).
- Determine the purpose of the assessment and the use of the results.
- Design a performance task that will elicit the expected outcome(s).
- Specify the assessment criteria.
- Select and construct the storing and recording instruments(s).

Performances include everyday teaching and learning activities such as projects, debates, assignments and speeches. When performing, students are applying their skills in a way that is integral to the teaching and learning process.

The external assessment component (50%) – Level 2

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the students. It consists of a written examination paper that is externally set, marked and moderated.

An example of a typical Science of Tourism Level 2 examination that is externally set, marked and moderated is outlined below:

A typical Science of Tourism Level 2 examination (external assessment) question paper		
Number of papers	1	
Time	3 hours	
Marks	200	
Format		
Section 1; Compulsory (must cover all topics) Sub-total = 50	This section will include different types of objective questions, i.e. This question of 50 marks must consist of short questions e.g. true or false, monkey puzzle, one word for, etc.	
Section 2 (compulsory): Sub-total = 150	Four questions (of 50 marks each) of which 3 are compulsory. The 4 questions cover all topics according to the following weight:	
	Function in a business environment:	40%
	Human relations with respect to colleagues with special needs:	20%
	Client service in a cultural context:	30%
	Health and safety according to the OHS Act:	10%

Suggested guidelines for the distribution of the levels of questioning are indicated in the table below.

Level of questioning	Percentage
Level 1 – Knowledge and comprehension	40%
Level 2 – Application	20%
Level 3 – Analysis, synthesis and evaluation	10%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on the seven-point scale.

Bloom's taxonomy may be used as a guide to setting questions.

Action verbs according to the cognitive level of Bloom's taxonomy

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	compare	adapt	categorise	combine	appraise
describe	define	compute	classify	compose	critique
identify	describe	discover	compare	create	decide
label	distinguish	draw	contrast	depict	evaluate
locate	explain	gather	deduce	design	judge
name	generalise	graph	differentiate	develop	justify
recognise	illustrate	modify	distinguish	incorporate	recommend
select	infer	operate	explain	integrate	consider
state	interpret	prepare	generalise	invent	support
memorise	match	revise	infer	organise	relate
	summarise	show	predict	plan	summarise
	rewrite	solve	relate	predict	
	paraphrase	survey	solve	produce	
	express	use	modify	structure	

Promoting the NCS principles in your classroom

Overcoming barriers to learning and development

The introduction to this Lecturer's Guide refers to the importance of inclusive education and making provision for SEN. Where applicable, guidance regarding inclusive education has been given per activity. It may be necessary for you to identify 'gaps' in the Sustainable Tourism content and identify students who may encounter barriers to learning at the beginning of the year.

Allowing students to work in pairs may assist students with special educational needs. The 'able' partner can either describe the activity to the other student (in the case of visual impairment) or do the actual activity and allow the student to give input (in the case of manual impairment).

Social justice/human rights, socio-economic justice, environmental sustainability, HIV/Aids

Social justice and the study of tourism cannot be separated. Students should reflect critically on the different aspects of the tourism environment and how these affect the business, the environment and the lives of people. Point out to students that issues such as poverty, HIV/Aids, and unemployment all affect, and are affected by, tourism.

Career opportunities

If there are students who are not yet certain what work they want to do after finishing their studies, you can have a class discussion on career options. The following may be useful during your discussions:

- articles and books that provide planning for the future, and career or job guidelines
- articles and books that analyse or describe the tourism industry
- magazines, newspapers, job finders or other sources with lists of jobs, jobs advertised or content regarding jobs (preferably tourism-related jobs)
- tourism-related job or career advertisements in newspapers
- information from training institutions on tourism training.

Ask each student to bring a list of at least ten tourism careers or jobs and a list of at least ten careers or jobs in tourism-related industries. In Chapter 5 of the Student's Book careers in the tourism industry are discussed in detail.

Resources needed for the teaching of Science of Tourism Level 2

(Recommended per group of 15–20 students)

Physical resources

The following teaching aids should be made available, if possible:

Practicum room or simulator

- a room for practical sessions (e.g. a front office, or a tourism information centre, etc.) that is a simulated tourism office environment, provided with the basic office furniture and equipment, as well as the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines, photocopier, etc.
- two-hole punch and stapler, ideally per workstation
- filing cabinet
- brochure stand(s)
- counter top/workstation/reception counter as applicable
- display boards
- the latest development in electronic equipment must be available
- the computer(s) must be provided with internet connection to enable web site browsing for research purposes, as well as software training programmes, e.g. for making reservations
- at least one computer (with colour printer and connected to the Internet) equipped with a DVD writer for presentations
- storeroom facility for Portfolios of Evidence (PoEs), ideally directly connected to the simulator venue for easy access

Classroom

- classroom/lecture venues for the use of Tourism students, where the tourism industry 'feel' can be created by means of maps, posters, wall decorations, industry magazines, etc.
- TV monitor and DVD/VCR
- DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic, etc.)
- computer and data projector and screen
- flash disk for facilitator to store information
- presentation program on computer to be used by facilitator to provide students with visual information on learning outcomes
- digital video camera (with necessary connections and memory cards)
- wall clocks (minimum five) on which to explain time zones/world times
- larger-than-usual desks/tables, since Tourism students work with documents, maps, atlases, reference books, etc.
- reference books (e.g. Lonely Planet, Rough Guide, World Travel Guide, etc.)
- dictionaries
- wall maps (world; Africa physical and political; South Africa physical and political)
- atlases and globe
- overhead projector and pull-down screen
- flipchart
- white board and/or black board
- storeroom facility for maps and other teaching aids, consumables, etc.
- notice board(s) outside in the corridor(s)

Media/resource centre

(Recommended per group of 15–20 students)

- a well-equipped media/resource centre
- availability of computers and printers for students to complete assignments/case studies and do additional research
- research software, e.g. Encarta, etc.
- subject-related magazines (e.g. *Getaway*, *Travel News Weekly*, *Outdoors*, etc.), daily
- newspapers and subject-related reference books for research by facilitators and by students
- subject-related DVDs/videos
- copies of applicable tourism legislation/acts
- stock room to store.

NOTE: A blank map of South Africa appears on the last page of this Lecturer's Guide. You may photocopy this map for use in the classroom.

Additional reference works

Lecturers and students can use resources such as libraries, encyclopaedias, the Internet, South African year books and a variety of business magazines to find out more about the topics covered in this book. The table below contains some useful resources.

Magazines

Getaway. Published monthly. Subscription information available from subsmail@rsp.co.za

African Wildlife. Wildlife and Environment Society. Published every two months.

Envirokids A monthly magazine for young people and lecturers.

Books

Responsible Tourism Handbook Guide for Tour Operators.

Responsible Tourism Manual for South Africa. DEAT. Pretoria.

The Business of Tourism. JC Holloway. Longman, 1998.

EnviroTeach: Ecotourism. March 2004.

Web sites for Tourism

www.capetourism.org	www.joburg.org.za	www.eeasa.org.za
www.cape-town.net	www.kzn.org.za	www.mpumalanga.com
www.doorway.co.za	www.travel.iafrica.com	www.northerncape.org.za
www.ectourism.co.za	www.tourismboard.org.za	www.sasdi.co.za
www.freestateprovince.co.za	www.tourismgrading.co.za	www.envirolearn.org.za
www.gauteng.net	www.tourismnorthwest.co.za	www.soweto.co.za
www.gov.za	www.wheretostay.co.za	www.southafrica.net
www.indaba-southafrica.co.za	www.sadc-reep.org.za	www.southafrica.info
		www.sati-web.za

Assessment

See the notes on assessment in the introduction to this book for an explanation of how assessment takes place in the chapters, and for rubrics that can be used to assess activities.

Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytical, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytical rubrics score the individual parts. It is important to note that:

- the student is assessed only once for each criterion within a rubric
- the comments column should be completed, as this makes the moderation process easier

- rubrics can be used individually or combined with others
- rubrics may be joined together for ease of marking
- lecturers are encouraged to formulate rubrics in consultation with other lecturers at cluster or college level
- working in clusters and setting up collaborative rubrics would bring about comparable standards.

The following steps may help you in drawing up a rubric:

- Step 1:* Examine the AS that describes the task.
Step 2: Specify the skills, knowledge and attitudes to be evaluated.
Step 3: Identify the observable attributes.
Step 4: Identify the attributes that you do not wish to see.
Step 5: Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average.
Step 6: Write descriptions for excellent and poor performances.
Step 7: Write descriptions for other levels.
Step 8: Collect samples of work that represent each level.

The following section includes 19 sample tables or rubrics that can be adapted where necessary for particular activities. These are referred to throughout the Lecturer's Guide.

Standard rubrics

Rubric 1

Criteria	Rating scale			
	4 Outstanding (80–100%)	3 Competent (70–79%)	2 Not yet competent (60–69%)	1 Not achieved (0–59%)
Content Range Coverage Relevance				
Context Command word requirements				
Skills and values Skills Values				
Mechanics Subject terms Language Format				

The following checklist may be used to evaluate a rubric.

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

Checklists

Checklists or task lists show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the lecturer or student makes a tick to indicate that the student is able to do what is stated or that the work complies with the criteria. Checklists differ from rubrics in that they do not use a set of standards or a scoring scale.

Checklists can be devised by the lecturer and then used by the students to assess how well they coped with a particular task or activity. Alternatively, the lecturer, together with the students, can list the criteria before the task is undertaken and then the students can use this checklist to assess their performance. The criteria should be stated in such a way that the students can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Rubric 2

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to	fewer than	1	2	3	4	5	or more
Do you feel you learned anything about yourself when doing this project?	yes				no		
Comment:							
Do you feel the project helped you understand yourself?	yes				no		
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes				no		
Comment:							
Do you think you put a lot of effort into this project?	yes				no		

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the community are important for every student. In a group, the roles and responsibilities are essential to the success of the activity. Evaluating students in different roles assists in their awareness of management processes and effective co-ordination. The lecturer or the students may use this instrument for evaluating each member of the group or to evaluate each other's contributions. This rubric should have space for comments on how the students in the group experience group work, and how they are able to improve or change the roles they play within the group.

Roles within the group should be rotated to allow each student to develop or become aware of their different capabilities.

Together **E**ach **A**chieves **M**ore

Different group/team roles include:

- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note taker/record keeper
- reporter
- motivator
- assessor
- peace maker.

When students work in groups to tackle complex activities and more demanding tasks, efficient organisation is crucial. The process can be helped if different students take on different roles. The lecturer and students can decide which roles are most appropriate in terms of the activity/task. Initially the lecturer can assign these roles, but once the students are familiar with the process, they can take responsibility for assigning these roles within their groups. This needs to be monitored to ensure that all students have an opportunity to play different roles and exercise the different skills involved. A rubric should be devised that clearly sets out the different roles, the criteria for each role and the standards that will be applied. An example of a rubric that has been designed to assess the different roles and the skills involved is shown below.

Each member of the group can assess all the roles except the one that he or she performed. The mark for each criterion within a role can be added to give a total score for the role.

Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

<input type="checkbox"/>	Voice monitor	<input type="checkbox"/>	Time keeper
<input type="checkbox"/>	Motivator	<input type="checkbox"/>	Record keeper
<input type="checkbox"/>	Assessor	<input type="checkbox"/>	Chairperson/manager
<input type="checkbox"/>	Peace maker	<input type="checkbox"/>	Reporter

Group skills rubric

Rubric 3

Group Name/Number: _____			
Names: _____			

	Yes	No	Comment
Did our group members:			
• listen to each other?			
• talk about the task?			
• co-operate within the group?			
• suggest good ideas?			
• encourage each other?			
• achieve the outcomes?			
What went well? _____			
What could we have done better? _____			
Signed: _____ Date: _____			

Co-operative group skills assessment sheet

Rubric 4

Task skills	Student *	Student *	Student *	Student *	Student *	Student *
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
Social skills						
Encourages others						
Explains ideas						
Discusses						
Listens well						
Resolves conflict						
Praises others						

Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an ✗ (No) under the name of each student for each of the criteria.

Rubric 5

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what he or she was supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

Assessing a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

Rubric 6

	MARK AWARDED			
	Self	Peer/group	Consensus	Lecturer
Criteria				
1. planning				
2. quality of research				
3. continuous collection of information and material				
4. final product: creativity				
5. final product: quality of contents				
6. technical quality				
7. oral presentation				
8. individual/group role				
Converted to				

General guideline

- 4 Excellent
- 3 Meets the requirement
- 2 Does not meet the requirement – student needs support
- 1 Student made no/very little effort – student needs substantial support and guidance

Planning

- 4 Most practicable planning schedule, independently drawn up by student
- 3 Good planning schedule, with a only a number of small adjustments by lecturer needed
- 2 Planning schedule not totally practicable – a substantial degree of adjustments needed
- 1 Planning schedule totally impracticable – totally new planning necessary

Quality of research

- 4 Wide variety of sources used
- 3 Adequate number of sources used
- 2 Less than adequate number of sources used
- 1 No recognised resources used; no research done

Continuous collection of information and material

- 4 A lot of information collected continuously/submitted before due dates
- 3 Adequate information collected/submitted before/on due dates
- 2 Less than adequate information collected/some due dates missed
- 1 Very little information collected/seldom met due dates; no information collected or not handed in at all

Final project: originality/creativity

- 4 Unique, original presentation of extremely high quality
- 3 Standard presentation – content is relevant and interesting
- 2 Requirements have been met, and no more
- 1 Content entirely/almost entirely copied directly from sources; no effort made

Final project: quality of content

- 4 In-depth presentation pertaining to real-world practice/evidence is shown of insight into relationship between subject theory and real-world practice. Student demonstrates very good insight.
- 3 Relevant content shows good insight, area of research well covered.
- 2 Some part of content is relevant – partly copied directly from sources – insight lacking.
- 1 Very little effort made – content largely copied directly from sources; content only slightly in line with topic – copied directly from sources.

Technical quality

- 4 Proof of pride and very hard work – impressive final product – made full use of available sources/technology
- 3 Good final project
- 2 Minimal effort made – presentation still acceptable
- 1 Very little trouble taken – untidy, shabby presentation; project not handed in/ unacceptable presentation and/or appearance of content

Analytic rubric

Rubric 7

	Not achieved	Not yet competent	Competent	Outstanding
Knowledge and understanding	Demonstrates little understanding of some concepts, principles and theories	Demonstrates some understanding of simple concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
	Shows little understanding of composition and structure	Shows some understanding of composition and structure	Shows significant understanding of composition and structure	Shows complete understanding of composition and structure
Context	Shows little ability to mould content in the required context	Shows some ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows complete ability to mould content in the required context
	Shows little ability to construct tables and present data graphically	Shows some ability to construct tables and present data graphically	Shows significant ability to construct tables and present data graphically	Shows a general ability to construct tables and present data graphically
Skills	Makes inadequate interpretations on the basis of data and other evidence	Makes limited interpretations on the basis of data and other evidence	Uses a variety of means to analyse and present data and draws substantiated conclusions	Uses a variety of means to analyse and present data and draws valid conclusions
Attitudes/values	Demonstrates wrong attitudes/values	Demonstrates no particular attitudes/values	Demonstrates appropriate attitudes/values consistently	Demonstrates significant attitudes/values exceptionally well
Communication	Shows a limited Science of Tourism vocabulary and no ability to use linguistics principles	Uses Science of Tourism terms but lacks the ability to communicate quantitatively; makes errors in grammar and paraphrasing	Uses enriched Science of Tourism terminology and 'good practice' linguistic principles	Shows exceptional command of advanced Science of Tourism terminology and 'best practice' linguistic principles

Assessing oral presentation

e.g. Assignments, project, essays and journals (i)

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

Rubric 8

Circle the number indicating the rating, where 1 is the lowest rating and 4 is the highest rating.				
Location	1	2	3	4
Appeal	1	2	3	4
Neatness/tidiness	1	2	3	4
Communication	1	2	3	4
Variety	1	2	3	4
Appropriateness	1	2	3	4
Content	1	2	3	4
Technique	1	2	3	4
Total	1	2	3	4
 / 40	%	

Rubric 9

Name: _____				
Skills areas	Outstanding	Competent	Not yet competent	Not achieved
	4	3	2	1
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
Total				
				Mark:
				Total:
				Percentage:

Observation skills are demonstrated when students are able to:

- match, classify and identify items
- interpret (e.g. drawings, diagrams, graphs, figures and written passages)
- observe features and characteristics.

Recording skills are demonstrated when students are able to:

- record information they are exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations, e.g. charts and histograms, scale axes and label appropriate components meaningfully.

Skills of inference are demonstrated when students are able to:

- calculate data correctly and accurately e.g. averages percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) and inferences
- make plausible generalisations from observations.

Investigative skills are demonstrated when students are able to:

- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue soberly
- prove or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

Evaluation of processes is demonstrated when students are able to:

- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals.

Verbal presentation rubric (ii)

Rubric 10

Assessment criteria	Achievement: Suggested mark allocation				Students			
	Outstanding	Competent	Not yet competent	Not achieved				
Development: <i>Structure; Organisation; Support material</i>	15 to 20	14 to 11	10 to 8	0 to 7				
Effectiveness: <i>Purpose; Interest; Reception</i>	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Value: <i>Ideas; Logic; Originality</i>	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Content sub-total	50							

DELIVERY								
Physical: <i>Appearance; Body Language</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Voice: <i>Flexibility; Volume</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Manner: <i>Directness; Assurance; Enthusiasm</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Delivery sub-total	30							
COMMUNICATION								
Appropriateness: <i>To purpose and audience</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Correctness: <i>Grammar; Punctuation; Word selection</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Language sub-total	20							
TOTAL MARKS: MAXIMUM = 100								

Values assessment

Rubric 11

4	<p>Excellent Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work. Exceptionally polite and respectful. Participates with enthusiasm, listens well; does more work than expected. Sets an excellent example and commands others to behave well. Can confidently/with conviction express opinions, even against popular opinion.</p>
3	<p>Meets the requirement Follows instructions regularly; makes an effort to produce neat work. Shows acceptable level of respect and courtesy. Well behaved and not disruptive. Can answer questions, even if unsure; expresses opinions.</p>
2	<p>Does not meet the requirement – needs support Instructions often not followed; work untidy and rushed. Shows respect towards some; disrespectful to others. Sometimes disrupts and distracts; needs to focus more on work. Only does the minimum work required; erratic interest shown. Hesitant to express self in class; needs to be drawn out.</p>
1	<p>Makes very little effort Does not follow instructions; work always untidy and incomplete. Ill-mannered; sometimes rude. Disruptive and distracts others. Shows very little interest; passive re schoolwork. Seems shy/reluctant to answer questions; never expresses an opinion.</p>

Mark allocation	Self		Lecturer		Final mark	
		5		5		5

Poster communication skill assessment

Rubric 12

Criteria	Range				
	1	2	3	4	Comments
Content					
Main points	Points irrelevant	Some points irrelevant	Main points selected	All points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	Most facts correct	All facts correct	
Expressing facts	Poorly expressed	Partially expressed	Expressed	Very well expressed	
Presentation					
Size of poster (A3)	Incorrect size	Correct size	Correct size	Correct size	
Headings	Not descriptive	Partially descriptive	Fairly descriptive	Descriptive	
Font/print size	All too small	Some large enough	Mostly large enough	All large enough to read at one metre	
Organisation/layout	Muddled	Organisation quite clear and logical	Organisation clear and logical	Organisation very clear and logical	
Use of colour	Poor	Average	Good	Excellent	
Public appeal	Not eye-catching	Fairly eye-catching	Eye-catching	Striking	
Personal information	Not included	Some included	Included	Included	

Interview skill assessment

Rubric 13

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Mind map construction assessment

Rubric 14

Criteria	Range				
	0	1	2	3	Comment
Use of concepts/key words	More than four errors	3–4 errors	1–2 errors	All correct	
Use of linking words	More than four errors	3–4 errors	1–2 errors	All correct	
Layout and spatial organisation	Too small and cramped	Cramped	Clearly laid out		
Use of highlighting and focal points	Not used	Colours used, but not in a logical way	Colours used are linked to the logic		
Neatness	Untidy	Neat			

Assessment of questionnaire development and conducting a survey

Rubric 15

Criteria	Range				
	0	1	2	3	Comment
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/ Too few responses	Sufficient number of responses			

Portfolio assessment

Students look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

Rubric 16

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Managing methods, tools and techniques of assessment

Rubric 17 on page 61 will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Rubric 17

Who assessed?										
Self-assessment										
Peer assessment										
Group assessment										
Lecturer assessment										
Other										
What evidence did the student produce?										
Assignments										
Collages										
Conferencing										
Constructions										
Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind mapping										
Model making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/ reports)										

chapter 1

the tourism industry

About this chapter

The table below outlines the work covered in this chapter.

Unit 1:
Tourism: A brief overview

- What is tourism?
- Why is tourism important?
- A brief history of tourism
 - Global tourism today
 - Forecasts for tourism
 - Types of tourism

Unit 2:
The impact of tourism

- Why does tourism have such an impact?
 - The economic impact of tourism
 - The social impact of tourism
 - Negative impact on societies
 - The impact on culture
 - The impact on the environment

Unit 3:
Tourism and economic growth

- Tourism and the economy
- Profitable types of tourism
- How does a big event influence the economy?
 - The multiplier effect



tourism: a brief overview

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 1: Why tourism?	T1 S01 L01
Activity 2: Do some research	T1 S01 L01
Activity 3: Why tourism?	T1 S01 L3
Activity 4: Enrichment activity: The development of tourism	T3 S04 L01; T2 S01 L01
Activity 5: Global tourism	T1 S03, L01; T1 S03 L02
Activity 6: Global or regional?	SOSO T3 S06 L01

Activities

Activity 1 Why tourism?

SB page 8

T1 S01 L01

Guidance and additional information

Tourism does not mean that someone can just jump into a vehicle and travel to a place simply to pass the time. There are many role-players directly or indirectly involved in the tourism industry. The complexity of the tourism industry creates opportunities for the entrepreneur who wants to work with people. However, the potential of South Africa's tourism industry can be realised only if all the participants, as well as local communities, provinces and the government, understand the tourism phenomenon. To understand the tourism industry, it is necessary to analyse and identify the different components and sectors of the economy that make up the tourism system.

Answers

1. There are no right or wrong answers to this question. The students must get the opportunity to explore their own feelings and opinions on the matter. Be sensitive to the ideas expressed by students – don't shatter their dreams and hopes!
2. Accept any definition that includes all the key points of the official WTO definition, which reads as follows:

'[Tourism is] the activities of a person travelling outside his or her usual environment for a specified period of time and whose main purpose of travel is not to earn an income from the activities at the destination. Comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited.'

Inclusive education

Students with low vision or any other disability that makes it difficult for them to write can be allowed to present their answers in the form of a tape-recording.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 2 Do some research

SB page 10

T1 S01 L01

Guidance and additional information

Students can use any sources such as telephone directories, the Internet, etc. to obtain the information.

Inclusive education

Students with low vision can phone Directory Enquiries or use a large-print monitor to find the information online.

Suggested assessment

Method: Self-assessment

Form: Research

Tool: Written presentation

Activity 3 Why tourism?

SB page 11

T1 S01 L03

Guidance and additional information

Refer to the text in the Student's Book for the correct information.

Inclusive education

Arrange an oral, instead of a written, paper for dyslexic students. Do not penalise dyslexic students for spelling errors.

Suggested assessment

Method: Self-assessment

Form: Research

Tool: Written presentation

Activity 4 Enrichment activity: The development of tourism

Guidance and additional information

Students should be made aware of the technological advances that have occurred during the twentieth century. To help with this, facilitate a class discussion around these advances and talk about the positive effects they have had on tourism.

Answers

The report should discuss the technological advances that have been made in the twentieth century and the effects these have had on tourism. Out of these advances the student must choose several factors that he or she thinks has had the greatest effect on world-wide tourism.

Inclusive education

Help the students by giving them ideas about how the report should be structured.

Think about including a sign-language interpreter for deaf students and during the discussion be aware of the hard-of-hearing students. Face the student and talk clearly, but not too loudly.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 5 Global tourism

Guidance and additional information

Give the students the web address where they can go to find out more about global tourism and gather statistics.

Answers

- The students should give a clear definition of the word 'global', and show that they have a clear understanding of what it means.
- They should be able to give the average growth of world tourism in 2004 and compare the results with the WTO regions.
- The students will state which continent received the highest number of tourism arrivals.

Inclusive education

The answers to this activity are clear cut and easily researched. Make sure the students have all the tools in order to do this research – website addresses, contact numbers of relevant organisations, a dictionary.

For partially sighted students, try to have a large-print dictionary in the classroom and a facility such as 'Zoom Text' on the computer where the information can be enlarged.

Make sure any partially sighted students have the right glasses or low-vision aids such as magnifiers that will help them to see better.

Suggested assessment

Method: Self-assessment and answers by students

Form: Homework

Tool: Students compare their answers with those of the rest of the class and mark the questions according to suggested answers.

Activity 6 Global or regional?

SB page 17

T3 S03 L01

Guidance and additional information

Provide the students with statistics of the World Travel and Tourism Council's world-wide forecasts for 2006.

Answers

Within the group each member should be able to state clearly and concisely why he or she would choose to concentrate on either local or foreign tourism or both.

Inclusive education

Enlarge the statistical information from The World Travel and Tourism Council for partially sighted students.

Help those students who may be uncomfortable giving a verbal presentation in front of the class by giving them ideas on how to prepare for making a speech.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Oral presentation



unit 2

the impact of tourism

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 7: Investigate the impact of tourism	T1 S01 L02; T1 S01 L04
Activity 8: Laundry services	T3 S05 L01
Activity 9: Think about air travel	T3 S05 L01
Activity 10: Case study	T3 S05 L02
Activity 11: The impact of tourism on rural host communities	T3 S05 L03
Activity 12: Project – Economic and social advantages of tourism in your local community	T3 S05 L01 T3 S05 L02

Activities

Activity 7 Investigate the impact of tourism

Guidance and additional information

Assist students with the first part of this question by supplying a cross-section of newspapers.

Give ideas on presenting a speech and writing a report.

Answers

The students will have collected a cross-section of articles on both the negative and positive effects of tourism and will have prepared a speech.

The speech should be well presented and the points that the speaker makes should be clearly stated and easily understood.

The reports should also express the positive and negative impacts of tourism and be written in a clear, easily understood format.

Inclusive education

Be aware that some students may be uncomfortable standing up in front of the class to give a speech. Help them to be well-prepared by giving them ideas on how to present a speech and what tools they could use to help them.

Enlarge the newspaper articles for visually impaired students, or obtain the relevant newspaper articles on tape. Tape Aids for the Blind will provide newspapers on tape free of charge for registered blind people.

Suggested assessment

Method: Performance-based

Form: Observation sheet

Tool: Presentation for CASS (the grade achieved should be recorded on the portfolio assessment sheet)

Activity 8 Laundry services

SB page 22

T3 S05 L01

Guidance and additional information

The aim of this activity is for the students to understand the importance of involving the local community in tourism in their area and how this involvement serves to uplift the whole community. The lecturer can ask the students if they know of any similar projects or give examples of their own. Discuss with students how the multiplier effect works.

Answers

The students' answers should show an understanding of why it was necessary to build the laundry where it was built, how it has uplifted the community, which primary industry would support the laundry and how the multiplier effect will benefit the local community and its social status.

Inclusive education

Discuss with the class the multiplier effect and how it works to ensure that everyone understands the concept. When talking to the class as a whole, ensure that the lecturer faces any students who may be hard of hearing.

Enlarge the case study for those students who may be visually impaired.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation. Students mark the case study according to the suggested answer.

Activity 9 Think about air travel

SB page 24

T3 S05 L01

Guidance and additional information

This is firstly a reading and comprehension exercise and secondly a group discussion exercise. Ensure that all members of each group participate in the discussion.

Before starting the exercise, make sure the students understand the meaning of GDP and how it relates to the question being asked.

Answers

During the discussion the students should demonstrate that they understand the relationship between GDP generated by air transport in general and by air transport-dependent tourism activities. The discussion should also include names of jobs that are related to air travel.

Inclusive education

Where students are required to participate in a discussion, provide a sign-language interpreter for deaf students.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 10 Case study
 SB page 26

 T3 S05 L02
Guidance and additional information

This activity assesses the students' comprehension of the information in each case study and requires application of this information when the answers are formulated.

Answers

The students should be able to demonstrate in their answers a clear understanding of the social and economic advantages of tourism to each community mentioned in the case studies. This should appear in a list format.

The disadvantages should also appear in a similar format, with suggested solutions.

The third part of the question requires students to list additional tourist products that each community could offer, and the fourth part of the question requires the student to state the advantages that community tourist projects offer to tourists.

Inclusive education

Provide the case studies in enlarged format or on tape to partially sighted users.

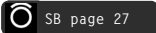
Allow dyslexic students to give their answers as an oral.

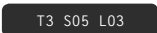
Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 11 The impact of tourism on rural host communities
 SB page 27

 T3 S05 L03
Guidance and additional information

The San people are very much part of South Africa's cultural heritage and as such their culture should be preserved. Discuss with the students the importance of this

and encourage them to think about how tourism can affect people such as the San negatively. Encourage discussion and the free flow of opinions with the students. Provide students with information about the San people, their customs and culture and have maps in the classroom to show where in South Africa the San people live.

Take the students on a field trip to an area where they can see examples of San culture.

Answers

The answers should demonstrate that the students are aware that tourism can have a negative impact on local cultures. In their answers students should show measures that tourism operators could introduce to protect the San people from the negative effects of development. The answer should also demonstrate how the San can benefit from tourism.

Part four of the question requires the students to identify similar communities that could suffer the consequences of exposure to tourism.

The final two parts of the question require the students to state the importance of preserving the culture and customs of the San people and to think about what could be done to improve efforts to conserve the San culture.

Inclusive education

In any assignment where reading is involved, a tape recorder can be used for those students who can listen to and follow the taped text.

On any fieldwork activities, pair students with behavioural problems with good role models.

Suggested assessment

Method: Performance-based

Form: Checklists

Tool: Written presentation

Activity 12 Project – Economic and social advantages of tourism in your local community

SB page 30

T3 S02 L01
T3 S05 L02

Guidance and additional information

Make available to students relevant literature to assist them with the task – local newspapers, tourism advertisements and information pamphlets. Give each group ideas for tourism businesses to visit in their community.

Answers

The success of this activity depends on the group participation. Each member of the group should be given a task to complete and should be responsible for providing the answers to the questions relating to that task.

Inclusive education

When grouping the students, mix able-bodied students with disabled students and encourage all members of the group to participate.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Oral presentation



unit 3 tourism and economic growth

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages x–xx of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 13: The economic benefits of tourism	T2 S05 L02
Activity 14: Profitable tourist attractions	T3 S05 L01
Activity 15: Business tourism	T3 S05 L01
Activity 16: How will the Soccer World Cup affect South Africa?	T3 S05 L02

Activities**Activity 13 The economic benefits of tourism**
Guidance and additional information

Provide examples of how tourism has directly benefited South Africa's economy – job creation, formal employment, which have all contributed to economic growth.

Answers

Economic growth is an increase in a nation's capacity to produce goods and services. In South Africa tourism has grown over the years due to the favourable exchange rate, the country's rich cultural and national heritage, good infrastructure, areas of outstanding natural beauty and the positive global perceptions. Tourism employs an estimated 3% of South Africa's workforce and is potentially the largest provider of jobs and earner of foreign exchange.

These points should be included in the discussion.

Inclusive education

When discussing a subject with the class, be aware of any hard-of-hearing students and talk clearly.


Enlarge any relevant literature for partially sighted students.


Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 14 Profitable tourist attractions
 SB page 39

 T3 S05 L01
Guidance and additional information

Students will have to do some research for this activity. Give guidance as to possible locations and where to find the information they require for the second part of the question.

Answers

The report should identify five tourist attractions in the students' area.

To find out more information, students can contact the local Department of Arts and Culture and the Department of Tourism.

The third part of the question requires the students to write a report describing how the tourist attractions researched contribute to the country's economy.

Inclusive education


Pair a partially sighted student with a sighted student. Enlarge any information related to this question for partially sighted students.

Suggested assessment

Method: Task-based

Form: Class work

Method: Written presentation

Activity 15 Business tourism
 SB page 41

 T3 S05 L01
Guidance and additional information

This question tests the students' understanding of business tourism, including conference tourism.

Answers

1. One big event was the 2002 World Summit on Sustainable Development, and another was the Cricket World Cup.
Johannesburg has secured itself as a venue for world leaders to hold high-level talks.
2. Each time an event is held, foreign exchange comes into the country. Jobs are created in order to host the event. Business tourism sustains almost 260 000 jobs in the country and pays out an estimated R6 billion in taxes each year.

3. • The three-pronged strategy first focuses on big events such as the World Petroleum Congress in 2005, World Disabled People's conference in 2006, etc.
- The second strategy focuses on having one big major conference in Johannesburg a year, while securing other big events for the rest of the year.
- The third strategy involved setting up the Johannesburg Convention Bureau, whose function is to source business tourism events for the city.

The students should discuss this and give ideas on any other 'prongs' that could be added to this strategy.

Inclusive education

Enlarge any reading material for partially sighted students.

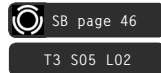
Suggested assessment

Method: Group

Form: Report back to the class

Tool: Oral presentation

Activity 16 How will the Soccer World Cup affect South Africa?



Guidance and additional information

Show the students a video recording of the announcement of the host country for the Soccer World Cup for 2010.

Answers

During the discussion the students should discuss how it will affect the economy on a local, provincial and national level and in the short and long term. Some of the following points should be included:

- The importance of ensuring the safety and security of the players and visitors to South Africa, the upgrading of services and infrastructure, accommodation will have to be provided for the footballers and their families and supporters, jobs will be created in the building of the stadiums, and during the world cup tournament, how will the economy benefit from the expected increased numbers of tourists? An estimated 159 000 employment opportunities are expected to arise from the event. The world cup also provides a platform on which to promote South Africa world-wide and offers an ideal advertising and marketing opportunity to the tourism industry. The supporters will all bring foreign exchange into the country.

Inclusive education

Encourage all the students to participate in the discussion. Enlarge reading material and information for the partially sighted student and provide a sign-language interpreter for deaf students.

Suggested assessment

Method: Peer

Form: Report back to class

Method: Brainstorm/oral presentation

chapter 2

components of the tourism industry

About this chapter

The table below outlines the work covered in this chapter.

Unit 4:
Tourism sectors

- The tourism system
- The accommodation sector
- The transport sector
- The services sector
- Support services

Unit 5:
Tourists

- What is a tourist?
- Why do people travel?
- Tourists' needs and expectations
 - Inclusive tourism
 - Types of tourism
 - Types of tourists

Unit 6:
Tourism information

- Information
 - Types of information sources
- Information sources for the tourism operator
 - When do tourists need information?
 - The importance of good service delivery

Unit 7:
The hospitality industry

- Sectors of the hospitality industry
- Functional areas within the hospitality industry
- Service and support for the hospitality industry
- What can go wrong in the hospitality industry?
 - Handling unforeseen situations



unit 4

tourism sectors

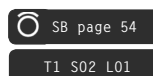
Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 17: Quality = grading	T1 S02 L01
Activity 18: Where to stay in my community	T1 S02 L01
Activity 19: My own tourist accommodation	T1 S02 L01
Activity 20: Tourism transport	T1 S02 L01
Activity 21: Who will travel how?	T1 S02 L01
Activity 22: Tourist attractions in my community	T1 S02 L02
Activity 23: Travel agencies	T1 S02 L03
Activity 24: Enterprises in your area	T1 S02 L04
Activity 25: Tourism and support services	T1 S02 L01
Activity 26: Is it safe?	T3 S02 L05
Activity 27: What is the health situation?	T3 S02 L05
Activity 28: Support services in the private and public sector	T1 S02 L04
Activity 29: Additional services	T1 S02 L03

Activities

Activity 17 Quality = grading



Guidance and additional information

Provide the students with information about the Tourism Grading Council of South Africa and the voluntary National Star Grading Scheme.

Answers

1. The answer to this question should show an understanding of the necessity of having a grading system for tourist accommodation. The student should also show that there are different types of accommodation for different types of tourists.

2. The student should demonstrate that he or she understands the importance of providing a quality service to the tourist and how it relates to growth in the tourism industry.
3. This answer should show that the student understands what is expected of accommodation providers and details ways of how such providers can maintain or improve their standards.

Inclusive education

Arrange an oral, instead of a written, paper for dyslexic students. Do not penalise dyslexic students for spelling errors.

Provide dictionaries and allow students to use the spell-check function on their computers.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 18 Where to stay in my community

SB page 60

T1 S02 L01

Guidance and additional information

Give the students examples of and ideas on how to prepare a table to present the information they have researched.

Provide newspapers, magazines and tourist brochures for the students to complete the third part of this activity.

Answers

The first and second parts of this activity require the students to do research within their community to gather information. The table should show that they have researched a variety of accommodation types. The information should be presented in an easily understood table format.

Inclusive education

Students will have to do some research for this activity. Give guidance as to possible sources of information and locations of accommodation in their area.


Suggested assessment

Method: Self-assessment

Form: Class work

Method: Written presentation

Activity 19 My own tourist accommodation

 SB page 60

T1 S02 L01

Guidance and additional information

Ensure there is a wide selection of travel guides, accommodation guides and general tourist information available for the students to refer to. Provide a copy of the Tourism Grading Council's voluntary National Star Grading Scheme.

Answers

The brochure should include all the relevant information such as name, address and contact details, services and facilities, host(s), rates, quality grading, photographs and a brief description. The brochure should indicate what type of tourist the accommodation is aimed at.

Inclusive education

Enlarge the reference material for any partially sighted student. Ensure any partially sighted student has appropriate low-vision aids so that he or she can see the material.


Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 20 Tourism transport

 SB page 64

T1 S02 L01

Guidance and additional information

Facilitate a class discussion on the three different aspects of this question about transport. Encourage the students to share their experiences of local transport.

Answers

This question requires the student to use research and communication skills in order to present the ideas to the class.

Inclusive education

During any class discussions, be aware of any deaf or hearing-impaired students. Face the students and talk clearly.


Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 21 Who will travel how?

 SB page 65

T1 S02 L01

Guidance and additional information

Before the students begin, discuss the exercise with them. Ensure the students have an understanding of the different categories of tourists.

Answers

1. The answer should show that the motor car has had the biggest influence on the tourism industry as people can now travel to destinations of their choosing.
2. Each answer should show the student has carefully considered each tourist's needs and has provided them with travel and accommodation to best suit their purpose.
3. There is no right or wrong answer to this question. The answer should show that the student has considered everything in planning his or her own tour.

Inclusive education


Allow enough time for those students who may be dyslexic to complete the task. Encourage the use of dictionaries.

Suggested assessment

Method: Peer

Form: Rubric

Tool: Comprehension exercise

Activity 22 Tourist attractions in my community
 SB page 67

 T1 S02 L02
Guidance and additional information

Arrange a field trip to the tourist attractions in a local community.

Answers

1. The student should show, in list format, a good knowledge of the tourist attractions in his or her community.
2. The table should show that the attraction has the following four characteristics:
 - well-known
 - appealing
 - accessible
 - independent of other local attractions.

Inclusive education


On any fieldwork activities, remember to take a list of any medication requirements of any students.

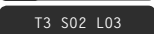
Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Students mark the case study according to the suggested answer

Activity 23 Travel agencies
 SB page 71

 T3 S02 L03
Guidance and additional information

This activity lends itself to listening and debating skills.

Answers

The students should show in the discussion that they have a realistic idea of the function of a travel agency and a travel consultant. They should also think about and discuss what they think would be the most rewarding part of being a travel agent, and what the hardest part.

Inclusive education

Encourage shy students to join in the discussion. Be aware of personalities when grouping the students.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Oral presentation

Activity 24 Enterprises in your area**Guidance and additional information**

During the group discussion, ensure that all members of each group participate. Before beginning the exercise, make sure the students know what the three main sectors are.

Answers

The list should show the three main sectors and which enterprise in their community falls under which sector.

During the discussion the students should demonstrate that they understand how tourism has benefited their local community.

Inclusive education

Where students are required to participate in a discussion, provide a sign-language interpreter for deaf students.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 25 Tourism and support services**Guidance and additional information**

During the group discussion, ensure that all members of each group participate. Before beginning the exercise, make sure the students know what the three main sectors are.

Answers

Give students the opportunity to express their own opinions.

During the discussion the students should demonstrate that they understand what support services are and how they benefit the tourism industry.

Inclusive education

Where students are required to participate in a discussion, provide a sign-language interpreter for deaf students.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 26 Is it safe?

SB page 74

T3 S02 L05

Guidance and additional information

Provide maps and other relevant information to assist the students with their answers.

Answers

The brochure the students produce should include all the relevant information that tourists would need to get to their destination safely. The brochure should also include all the precautions they would need to take once they are in the area, plus telephone numbers of emergency services, police, mountain rescue, fire department and national sea rescue.

Inclusive education

Provide the information in enlarged format or on tape to partially sighted users.

Allow dyslexic students to give their answers as an oral.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 27 What is the health situation?

SB page 76

T3 S02 L05

Guidance and additional information

Discuss with the students health issues a tourist needs to consider when visiting an area. Provide relevant information.

Answers

The answer to this question should show that the student has considered and researched all the different health aspects related to travelling in South Africa. The map should show where medical help can be sought, and relevant telephone numbers should be provided.

Inclusive education

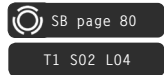
Assist the students with contact details and web site addresses where they can gather the relevant information. Enlarge the material for partially sighted students or provide it to them on tape.

Suggested assessment

Method: Performance-based

Form: Checklists

Tool: Written presentation

Activity 28 Support services in the private and public sector**Guidance and additional information**

Discuss with the students the differences between the private and public sectors and ways in which a table could be drawn up to show the different support services that are available in each sector.

Answers

The table should show the services available in the public sector and their functionality.

The discussion should be about the effectiveness of each service and include suggestions from each group member on how the services could be improved.

Inclusive education

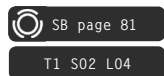
If there are any students who are hard of hearing, remind the other students in the group to be aware of this. Think about including a sign-language interpreter for deaf students.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 29 Additional services**Guidance and additional information**

Make available to students relevant literature to assist them with the task – local newspapers, tourism advertisements and information pamphlets. Give each group ideas of tourism businesses to visit in their community.

Answers

The success of this activity depends on group participation. Each member of the group should be given a task to complete and be responsible for providing the answers to the questions relating to that task.

Inclusive education

When grouping the students, mix able-bodied students with disabled students and encourage all members of the group to participate.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Oral presentation



tourists

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 30: What type of tourist is this?	T1 S03 L01, 4
Activity 31: Why do people travel?	T1 S04 L04
Activity 32: Making tourism accessible to all	T2 S02 L01; T2 S02 L02
Activity 33: Complete a table	T1 S03 L01
Activity 34: Different types of tourism for different tourists	T1 S03 L01

Activities

Activity 30 What type of tourist is this?

SB page 85

T1 S03 L01, 4

Guidance and additional information

Revise with the students the definition of a tourist. Discuss with the class the different ways people like to travel. For example, some people prefer to travel independently and make all their own arrangements, other tourists prefer to book a package-deal holiday where everything is organised for them.

It would be useful to have a range of travel brochures and tourist information detailing the different types of travelling people can do to which the students can refer.

Answers

1. Students should be able to give a clear definition of the different types of tourists and note the differences between a 'tourist' and a 'traveller'.

Inclusive education

Arrange an oral instead of a written paper for dyslexic students. Do not penalise dyslexic students for spelling errors.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 31 Why do people travel?

SB page 86

T1 S04 L04

Guidance and additional information

This activity lends itself to listening and debating skills.

Answers

The most important part of this activity is to ensure that all the members of the group participate and understand the different reasons as to why people travel. The time limit encourages the group to keep the discussion to the point.

Inclusive education

This activity encourages verbal language skills, the ability to listen and to express oneself in a group situation. Ensure that the group members are aware of any students within their groups who may be hard of hearing.

Suggested assessment

Method: Peer

Form: Report back to class

Method: Brainstorm/oral presentation

Activity 32 Making tourism accessible to all

SB page 90

T2 S02 L01
T2 S02 L02

Guidance and additional information

Discuss with the class the difficulties that disabled people face when they visit a tourist attraction. Encourage the students to think of ways that the attractions they visited could make the attraction more accessible to disabled visitors, for example, wheelchair ramps, toilets for disabled people, signs and information in Braille or with verbal information.

Answers

This question requires the students to use research and communication skills in order to present the ideas to the class.

Inclusive education

If there are any students in the group who are disabled, ensure that they are paired with an able-bodied student. This would be a good learning opportunity for both students.

Suggested assessment

Method: Task-based

Form: Homework assessment sheet

Tool: The lecturer completes the homework assessment sheet and students mark their work according to suggested answers.

Activity 33 Complete a table

SB page 90

T1 S03 L01

Guidance and additional information

Give examples of how the information can be presented in a table in a clear and concise way.

Answers

The information in the table should be easy to read and include:

1. Different tourist types and their interests.
2. What the expectations of each tourist group are.
3. The reasons why each tourist travels.

Inclusive education

Enlarge examples of tables for the partially sighted students.

Allow the students to produce the tables on computer and encourage any dyslexic students to use the spell-check function.

Ensure dictionaries are available in the classroom.

Suggested assessment

Method: Peer

Form: Rubric

Tool: Comprehension exercise

Activity 34 Different types of tourism for different tourists

SB page 93

T1 S03 L01

Guidance and additional information

Remind students that the types of tourists can sometimes overlap. A person could, for example, combine ecotourism and ancestry tourism in one trip. They must also remember that all people are different, so the needs of a certain tourist may vary from those of other tourists in a specific category.

Answers

In some cases answers may vary, but here are some suggestions:

- adventure tourism
- cultural tourism, business and conference tourism, dark tourism
- ancestry tourism
- ecotourism
- cultural tourism.

Suggested assessment

Method: Self-assessment and answers by learners

Form: Homework

Tool: Learners compare their answers with those of the rest of the class and mark the questions according to suggested answers.



unit 6

tourism information

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 35: Types of information services	T1 S04 L01
Activity 36: Sources of information	T1 S04; L02; T1 S04 L03
Activity 37: Planning a tour	T2 S04 L01
Activity 38: Service delivery	T3 S01 L03; T3 S01 L04
Activity 39: Do you agree?	T1 S02 L03
Activity 40: Role play: My tourism service experiences	T3 S01 L04

Activities

Activity 35 Types of information services

Guidance and additional information

Demonstrate to the class the various multi-media products that are available to market tourism. Provide locally produced magazines that are aimed at promoting destinations within South Africa and Africa.

Encourage students to discuss any experiences they may have had with interactive tourism-marketing tools that can be found in tourist information offices.

Go on a field trip to the local tourist information offices.

Answers

1. This activity requires the students to research and report back on three different information services such as:
 - the Yellow Pages
 - tourist information centres
 - magazines such as *Getaway* that are aimed at local tourists.
2. The design should show that the student has thought about the different types of tourist and has made it user-friendly and interactive. All the information in the brochures should be displayed clearly and be easily accessible. A play area for children would be a good idea, with colouring books and crayons. Make sure there are facilities for disabled people – wheelchair ramps, toilets for the disabled. Provide a Braille section for blind people or a place where they can listen to the relevant information on tape. Play videos of the tourist destinations within South Africa, etc.

Inclusive education

On a field trip, ensure that the place chosen is easily accessible for any students who may be in wheelchairs and that it has facilities for disabled persons.

Tape Aids for the Blind has copies of all the latest magazines on tape. This service is free to registered blind people.

Suggested assessment

Method: Group

Form: Class work

Method: Written presentation

Activity 36 Sources of information

SB page 102

T1 S04 L02
T1 S04 L03

Guidance and additional information

Before beginning the activity, discuss the different types of tourist information available.

Answers

1. There is no right or wrong answer to this question. The first part of the question requires the student to do research and debate the findings, its effectiveness and how it benefits tourists.
2. The five sources of information for tourists are: newspapers, book stores, magazines, tourism centres, travel agents.
3. The information should benefit tourists by making them aware of the destination and then helping them to prepare to visit the destination by providing the necessary background information.

Inclusive education

In any discussion, be aware of hard-of-hearing students. Talk clearly or provide a sign-language interpreter.

Suggested assessment

Method: Performance-based

Form: Debate

Tool: Rating scale

Activity 37 Planning a tour

SB page 102

T2 S04 L01

Guidance and additional information

Ensure there is a wide selection of travel guides, accommodation guides and general tourist information available for the students to refer to.

Answers

Each tour that the students provide should be within the tourists' budget and meet the tourists' needs. Each itinerary should include travel details, accommodation details, activity details and the amount of free time the tourist will have each day. It should also include general information about the area the tourists intend to visit, such as the climate at the time they intend to visit, safety and facilities available at each destination.

Inclusive education

Enlarge the reference material for any partially sighted students. Ensure any partially sighted students have appropriate low-vision aids in order for them to see the material.

Allow the students to use the Internet and provide relevant addresses.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 38 Service delivery

SB page 105

T3 S01 L03
T3 S01 L04

Guidance and additional information

The activity is aimed at encouraging the students to think about service delivery and how it affects the tourism industry.

Answers

1. The tourism sectors are: the airport (transport), the hotel (accommodation), retailers (curio sellers), SAP and Tourism protection unit, hospitality (restaurant), service (the doctor, customs official, porter).
2. They received good service from only a few people. Their overall experience of service received was poor.

3. The couple had to change their plans and stay longer after their documents had been stolen. This would have cost them extra money.
4. All South Africans dealing with tourists should offer quality service. Training of people working within the tourism industry should be improved.
5. The answer should state that a negative impact will mean that the tourist will not return, and vice versa.
6. The student should give his or her own personal experience of the South African tourism and hospitality industry and rate it accordingly.

Inclusive education

Enlarge the case history or put it on tape for partially sighted students.
 Arrange an oral for dyslexic students.

Suggested assessment

Method: Self-assessment

Form: Homework

Tool: Students compare their answers with those of the rest of the class and mark the questions accordingly.

Activity 39 Do you agree?

SB page 106

T1 S02 L03

Guidance and additional information

The student should be able to understand the importance of providing excellent customer service.

Answers

Each paragraph should explain why the student agrees or disagrees with the comments in the checklist and give reasons why.

Inclusive education

Allow students to use the spell-check function on computers. Ensure there are dictionaries available.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Students compare their answers with those of the rest of the class and mark the suggestions accordingly.

Activity 40 Role play: My tourism service experiences

SB page 107

T3 S01 L04

Guidance and additional information

In groups the students are to role-play a bad tourism experience. Encourage the students to share any bad tourism experiences they or someone they know may have had.

Answers

The role play should include how poor service delivery caused the tourist to have a bad experience and the effect this had.

Inclusive education

Some students may not be comfortable acting in a role-play situation in groups. Help them by giving them ideas on the role they can take. Place any students with behavioural problems with good role models.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Brainstorm/oral presentation



the hospitality industry

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 41: Accommodation (1)	T3 S02 L01
Activity 42: A meal out	T3 S02 L05
Activity 43: Accommodation (2)	T3 S02 L01
Activity 44: Who's who?	T3 S02 L02
Activity 45: Services and support	T3 S02 L05
Activity 46: Take the necessary precautions	T3 S06 L01
Activity 47: Practise your problem-solving skills!	T3 S06 L01
Activity 48: Adverse affects on the hospitality industry	T3 S02 L03

Activities

Activity 41 Accommodation

SB page 110

T3 S02 L01

Guidance and additional information

Before beginning this exercise, discuss with the students the core business and products as they relate to the hospitality sector.

Give examples of what the table should look like.

Answers

The students can refer to the text on pages 108–109 of the student's book. Encourage them to find some other examples that are not mentioned in the textbook.

Inclusive education

Arrange an oral, instead of a written, paper for dyslexic students. Do not penalise dyslexic students for spelling errors.

Provide dictionaries and allow students to use the spell-check function on their computers.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 42 A meal out

SB page 110

T3 S02 L05

Guidance and additional information

Make available to the class newspapers and magazines containing advertisements for restaurants.

Answers

1. The man will be looking for a restaurant that is child friendly in that it has a safe play area for the children and a suitable children's menu as well as an adult menu. He will be looking to relax in an environment where he can talk to his wife while his children are playing. The Spur franchise of restaurants caters for his needs.
2. This couple will be looking for an intimate restaurant, preferably in a scenic setting. The menu would be varied and there would be an extensive wine list. The decor would have soft lighting with candles and with soft music playing in the background.
3. The office worker would be looking for an informal environment where she could have an inexpensive sandwich or salad with either a cool drink or hot drink such as tea or coffee. The menu would offer light meals.
4. The students would be looking for an informal restaurant where they can sit in a comfortable environment and eat an inexpensive meal. A pizza restaurant would cater for their needs.

Inclusive education

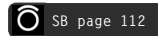
Enlarge any information you have gathered for partially sighted students.

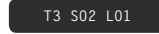
Suggested assessment

Method: Self-reporting and answers by students

Form: Case study

Tool: Written presentation assessed according to suggested solutions

Activity 43 Accommodation
 SB page 112

 T3 S02 L01
Guidance and additional information

Before beginning this exercise, discuss with the students the different types of accommodation that tourists stay in.

Give examples of what the table should look like.

Answers

The table should have two headings: 'Type of accommodation' and 'Features'. The features column should contain a summary of the features the tourist could expect to find in that type of accommodation. For example: A luxury hotel would have features such as a swimming pool, restaurant serving breakfast, lunch and dinner with an à la carte menu, and a bar. The bedrooms would all have private bathrooms and televisions.

Inclusive education

Arrange an oral, instead of a written, paper for dyslexic students. Do not penalise dyslexic students for spelling errors.

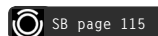
Provide dictionaries and allow students to use the spell-check function on their computers.

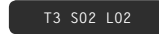
Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 44 Who's who?
 SB page 115

 T3 S02 L02
Guidance and additional information

Provide the students with copies of a flowchart.

Arrange a field trip to a hotel for the students to see how each area functions in a 'real' environment.

Answers

The flowchart should show the four functional areas within the hospitality industry: Front of house; accommodation services (housekeeping); food and beverage services; food preparation and cooking. The chart should include the duty of a staff member working in each area.

Inclusive education

On a field trip, ensure that the place chosen is easily accessible for any students who may be in wheelchairs and that it has facilities for disabled persons.

Assist dyslexic students by giving them examples of a flowchart and encourage them to use a dictionary.

Suggested assessment

Method: Group

Form: Class work

Method: Written presentation

Activity 45 Services and support

SB page 116

T3 S02 L05

Guidance and additional information

Before beginning the activity, discuss the differences between commercial and non-commercial hospitality establishments.

Assist the students by encouraging them to think about what questions they should ask in order to get the most out of the visit.

Give the students ideas of where they can go to collect brochures and advertising material. Have examples on hand in the classroom.

Answers

There is no right or wrong answer to this question. The first part of the question requires that the student do some research in his area and present the findings to the class in an oral discussion.

The poster should show a cross-section of brochures and advertising material from both commercial and non-commercial services and products. It should be useful as a tool for future reference.

The student should be able to provide the class with useful information about where he or she went and what information he or she found about the services and products on offer. Samples of products, menus, recipes, etc. should be included on the poster.

Inclusive education

The poster could form part of a visual arts or language project.

Suggested assessment

Method: Task-based

Form: Rubric

Method: Poster presentation

Activity 46 Take the necessary precautions

SB page 118

T3 S06 L01

Guidance and additional information

Arrange for a safety officer to come to the class to talk about fire safety precautions in public places.

Answers

The list should contain the following precautions:

1. Ensure all electrical equipment is wired correctly. Faulty wiring can cause fires.
2. All gas cylinders or other flammable liquids should be stored away from heat.
3. Never leave candles unattended.
4. Make sure the kitchen staff are trained in the use of blow-torches and flare lamps.
5. Never leave pans unattended on the stove when cooking.

The answer to question 2 is as follows:

Type of fire	Extinguisher
Paper, rubbish	Water
Oil, fat	Carbon dioxide, foam, dry powder
Electrical	Carbon dioxide, foam
Clothing	Fire blanket

Inclusive education

Provide a sign-language interpreter for any students who may be hearing impaired.

Suggested assessment

Method: Self-assessment

Form: Homework

Tool: Students compare their answers with those of the rest of the class and mark the questions accordingly.

Activity 47 Practise your problem-solving skills!

SB page 120

T3 S06 L01

Guidance and additional information

Discuss problem-solving skills with the class beforehand.

Answers

The object of this role play is for the students to demonstrate their problem-solving and communication skills. They should aim to resolve the client's problem in a mature manner and in a way that would ensure the customer would return to the restaurant.

Inclusive education

This activity focuses on communication skills and the ability to express oneself in a conflict situation without losing your temper.

Suggested assessment

Method: Performance-based

Form: Class work

Tool: Oral presentation

Activity 48 Adverse effects on the hospitality industry

SB page 124

T3 S02 L03

Guidance and additional information

Facilitate a class discussion on how unseen situations can adversely affect the hospitality industry. For example, discuss how the power cuts that Cape Town experienced at the beginning of 2006 affected the hospitality industry. Provide newspaper articles to support the discussion.

Answers

1. The hospitality industry can be adversely affected by:
 - Power cuts
 - Equipment failure
 - Water cuts
 - Injuries
 - Fire
2. This question requires the student to use communication skills in order to present the ideas to the other groups within the class.
3. The students should report back on the interview they had with the manager of a local hospitality establishment.
4. There are no right or wrong answers, but the student should discuss with the class the ways in which the manager overcame the difficulties he experienced and discuss with the class if there were any other things the manager could have done.

Inclusive education

During any class discussions, be aware of any deaf or hearing-impaired students. Face the students and talk clearly.

Enlarge any material for the partially sighted student or provide the material on tape for blind students.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

chapter 3

destination south africa

About this chapter

The table below outlines the work covered in this chapter.

Unit 1:

Tourism: A brief overview

- What is tourism?
- Why is tourism important?
- A brief history of tourism
 - Global tourism today
 - Forecasts for tourism
 - Types of tourism

Unit 2:

The impact of tourism

- Why does tourism have such an impact?
 - The economic impact of tourism
 - The social impact of tourism
 - Negative impact on societies
 - The impact on culture
 - The impact on the environment

Unit 3: Tourism and economic growth

- Tourism and the economy
 - Profitable types of tourism
- How does a big event influence the economy?
 - The multiplier effect



unit 8

tourists attractions in south africa

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 49: Why South Africa?	T ₃ S ₀₃ L ₀₁
Activity 50: Categories of tourists	T ₂ S ₀₃ L ₀₁
Activity 51: Reasons for visiting South Africa	T ₂ S ₀₃ L ₀₁
Activity 52: Tourist experiences	T ₂ S ₀₄ L ₀₁
Activity 53: Fieldwork	T ₂ S ₀₃ L ₀₁
Activity 54: Tourism services	T ₂ S ₀₃ L ₀₁
Activity 55: Plan a tour	T ₂ S ₀₄ L ₀₁
Activity 56: Tourist attractions in my community	T ₃ S ₀₅ L ₀₁
Activity 57: Tourist attractions in South Africa (1)	T ₂ S ₀₄ L ₀₁
Activity 58: Tourist attractions in South Africa (2)	T ₂ S ₀₄ L ₀₂

Activities

Activity 49 Why South Africa?

SB page 130

T₃ S₀₃ L₀₁

Guidance and additional information

Facilitate a general discussion around what students like about South Africa and how this would relate to a tourist.

Answers

South Africa is one of the most popular tourist destinations in the world. It has a rich cultural and natural heritage, many areas of outstanding beauty and a good infrastructure. December is in the middle of South Africa's summer so the weather is good, whereas December in Germany is cold. Include these points in your letter.

Inclusive education

Help dyslexic students with letter-writing skills.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 50 Categories of tourists

SB page 131

T2 S03 L01

Guidance and additional information

Assist the students by discussing the different categories of tourists and the places and attractions in South Africa those tourists would like to visit. Can the students think of any categories of their own?

The second part of the question requires the students to present the information in a list format. Give an example of how this information could be presented. Encourage the students to add categories of their own.

Answers

The tourism categories are: adventure tourism, cultural tourism, ecotourism, paleo-tourism, sports tourism. The students should add more categories to their list and indicate which category of tourist would like which type of tourism.

Inclusive education

Arrange an oral instead of a written answer for dyslexic or partially sighted students.

Suggested assessment

Method: Performance-based

Form: Checklists

Tool: Written presentation

Activity 51 Reasons for visiting South Africa

SB page 134

T2 S03 L01

Guidance and additional information

This question requires the students to use research skills. Suggest possible sources of information.

Answers

The following points are reasons why tourists visit South Africa:

- value for money, favourable exchange rates make South Africa affordable
- scenery, easily accessible from all parts of the world
- climate – it is summer here when the Northern hemisphere is experiencing winter; the winters are mild and most of the year the climate is warm and sunny
- wildlife – a wide variety of game parks, rare and endangered plant species
- a wide variety of hiking trails, whale-watching, shark-cage diving and for botanists the Cape contains one of the most unique vegetation areas in the world, beaches, culture and entertainment, sport, infrastructure, accommodation and hospitality.

Inclusive education

Pair a partially sighted student with a sighted student. Enlarge any information related to this question for partially sighted students.

Suggested assessment

Method: Task-based

Form: Class work

Method: Written presentation

Activity 52 Tourist experiences

SB page 136

T2 S04 L01

Guidance and additional information

These questions require the students to have knowledge of the different kinds of tourists and what their expectations are.

Provide tourist literature on the different attractions in South Africa to which the students can refer.

Answers

1. Different tourists desire different experiences. Some experiences that tourists desire are: adventure tourism, cultural tourism, ecotourism, paleotourism and sports tourism.
2. This answer requires the student to provide a comparison of the needs of the different types of tourists, for example a tourist wishing to experience an adventure would like to go river-rafting, hiking, shark-cage diving. That type of tourist would not be so interested in cultural tourism.
3. The plan should show the different categories of tourists and their specific needs, and list local and national attractions that would satisfy those needs. The students should show that they have researched this.

Inclusive education

Enlarge any references for partially sighted students.

Suggested assessment

Methods: Self-assessment and answers by students

Form: Homework

Method: Students compare their answers with those of the rest of the class and mark the questions according to suggested answers.

Activity 54 Tourism services

SB page 138

T2 S03 L01

Guidance and additional information

The objective of this question is for the students to collect information and do research. Provide information in the classroom and make suggestions to assist the students in conducting the research.

Answers

South Africa has many different tourist attractions and has something that will attract all types of tourists. In their answers the students will have shown that they have researched the local attractions, services and enterprises and will provide a tour that will attract the ecotourist, adventure tourist, cultural tourist and business tourist.

Inclusive education

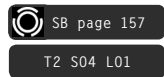
Design assignments and examinations in such a way that the writing requirements are minimised.

Suggested assessment

Method: Self-assessment

Form: Homework/class work

Tool: Students mark the case study according to the suggested answer

Activity 55 Plan a tour**Guidance and additional information**

Provide a map of South Africa.

Answers

1. A ten-day tour is long enough to show tourists a variety of different tourism regions: Begin in the Western Cape in Cape Town – include all the attractions that Cape Town has to offer, travel along the Garden Route to the Eastern Cape (include in the tour trips to attractions each region has to offer).
2. The students should include a map of South Africa with the regions marked on the map.
3. This answer will include a description of the three regions and the reasons why the students have chosen each one as a tourist destination.
4. The students will show that they have obtained information on four unique attractions in South Africa to suit four types of tourist – for example, Cape Point Nature Reserve for the ecotourist.

Inclusive education

When using the map, use different textures to outline the tourist areas so that blind students can differentiate between the different textures and relate them to the different tourist regions.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 56 Tourist attractions in my community

SB page 157
T3 S05 L01

Guidance and additional information

This question requires the students to use information-gathering and research skills. Provide local maps for the students' use.

Answers

1. The student must fill in the copy of the table with the relevant information under each heading.
2. The student should correlate the information in the answer to no. 1 and provide an explanation.
3. The students should draw or find a map of their area and indicate on it clearly where all the tourist destinations are.
4. This answer should give reasons as to why the student thinks there aren't any tourist destinations in his or her area and identify any potential attractions.

Inclusive education

Enlarge the table for partially sighted students. Provide enlarged maps of the students' area.

Suggested assessment

Method: Self-assessment
Form: Homework/class work
Tool: Written presentation

Activity 57 Tourist attractions in South Africa (1)

SB page 159
T2 S04 L01

Guidance and additional information

Discuss with the students the different characteristics of tourists: age, gender, marital status, physical status, culture and income.

Answers

1. The information the student requires is in the text preceding this question. The table should like this:

Place	Attraction	Activities	Description	Type of accommodation (luxury/budget)	Type of tourist
Hazyview	Mountain-top cabins	Hiking	6 rooms with communal bathrooms	Budget	Adventure tourist

2. This answer should show the student has remembered what was covered in unit 5 when we discussed the types of tourist.
3. The student should demonstrate knowledge of the geography of South Africa and mark off his or her nine locations on a map.

4. The mass modes of transport are: plane, bus, train. The schedule should show how the student would plan to transport the tourists from one venue to the other and which mode of transport they would use.

Inclusive education

In any discussion, be aware of hearing-impaired students. Talk clearly and face them.

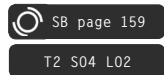
Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 58 Tourist attractions in South Africa (2)



Guidance and additional information

This activity requires the students to do some research. Provide material to assist them in this.

Answers

The report should show that the student has done adequate research on the attraction he or she has chosen and should have information written under the following headings:

- Type of attraction
- Location
- Type of tourist
- Facilities available
- Number of visitors within a given month
- Reasons for visiting.

Inclusive education

Arrange an oral instead of a written examination for dyslexic students and do not penalise dyslexic students for spelling errors.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation



unit 9

national heritage tourism

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 59: Investigate heritage resources	T3 S03 L01
Activity 60: The importance of culture	T3 S03 L02
Activity 61: Culture as a tourism asset	T3 S03 L02
Activity 62: Attractions in your area	T3 S03 L02
Activity 63: Explain what a heritage site is	T3 S03 L01
Activity 64: South African World Heritage Sites	T3 S03 L02
Activity 65: Who will visit your community's national heritage sites?	T3 S03 L02

Activities

Activity 59 Investigate heritage resources

SB page 163

T3 S03 L01

Guidance and additional information

Provide any material you can on South Africa's natural heritage – newspaper clippings dealing with conservation issues such as culling wildlife in game parks, shark-cage diving, deforestation and poaching of animals.

Show the students videos on southern African wildlife.

Provide information and photographs of World Heritage Sites.

Answers

1. South Africa has a vast number of heritage resources. The student should do his own research and find ten heritage sites and not the ones listed in the text. Heritage sites are not only natural, there are also cultural sites and man-made sites.
2. Utilise the table to classify the resources.

Resource	Type (cultural/natural/man made)	Location	Why is it important?

Inclusive education

Help dyslexic students to find the information and fill in the information.

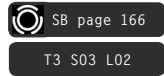
Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 60 The importance of culture



Guidance and additional information

Discuss with the students what the term 'culture' means. Talk about the different cultures that are found in South Africa.

Answers

1. Encourage the students to do research on a culture that they have no knowledge of. Using photographs, pictures, objects, etc. from that culture, the students should design a poster that depicts the customs and lifestyle of that culture.
2. The students should express an honest desire to learn about the culture they have chosen and of their fellow South Africans. They should understand that no culture is better than others and the importance of respecting each other's culture.
3. The different cultures in South Africa contribute to the richness of South Africa's cultural landscape, for example, the vernacular language of the Cape Coloured community, the beauty of a Xhosa woman in traditional dress, the vibrant nightlife of an African township, the spice of an Indian community, the hospitality of the Afrikaans community.
4. If these cultures were to disappear, we would all lose out. All the cultures form part of the country's history and are equally important.
5. Encourage the students to take part in this role play in the form of a dance, ritual, custom or food.
6. Cultures can be safeguarded in South Africa by respecting each culture and allowing them to practise their culture and give recognition to the customs. This can all be included in the tourism industry.
7. The responsibility for the existence of a culture lies within that specific cultural grouping. Each generation is responsible for continuing the culture.
8. Tourists want to experience cultural activities in order to feel a connection with the local people.
9. This information can be obtained from their provincial or local tourism organisation.

Inclusive education

Arrange an oral instead of a written answer for dyslexic or partially sighted students. Allow students time to gather the information for the poster. Ensure each person takes part in a group discussion.

Suggested assessment

Method: Task-based

Form: Rubric

Tool: Poster presentation

Activity 61 Culture as a tourism asset

SB page 167

T3 S03 L02

Guidance and additional information

Have a class discussion on how tourism helps communities benefit from South Africa's rich cultural heritage.

Answers

1. Discuss with the tourist what your culture means to you and your community. Show her how you live, what you eat, any rituals you have, traditional dress or dance and invite her into the community to meet the local people.
2. Tourism can help your community benefit from South Africa's rich cultural heritage in several ways. If tourists are coming into your community they will be looking to buy local crafts, they will need somewhere to stay, so turning a historic home into accommodation for tourists will provide employment for local people and be putting the cultural homestead to profitable use. They will need to eat, so restaurants serving local food will be needed and so on. The students should mention these and other points in their answer.

Inclusive education

In any class discussion, be aware of any student who is not participating. Encourage shy students to speak out and present their ideas and give encouragement.

Allow extra time for the written presentation or allow the students to do it as homework.

Suggested assessment

Method: Task-based

Form: Class work

Method: Written presentation

Activity 62 Attractions in your area

SB page 167

T3 S03 L02

Guidance and additional information

Encourage the students to become tourists in their own area. Assist them in choosing attractions in their area to visit.

Answers

This requires the students to become 'like a tourist' and explore the attractions in their area. They should look at the attraction through 'tourist eyes' and make a list of why tourists should visit the specific attraction.

Inclusive education

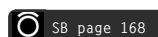
Help disabled students by pairing them with an able-bodied student so that they can work together on this activity.

Suggested assessment

Method: Performance-based

Form: Checklists

Tool: Written presentation

Activity 63 Explain what a heritage site is
 SB page 168

 T3 S03 L01
Guidance and additional information

Show a video about heritage sites and provide literature.

Answers

Students must apply their knowledge and understanding of what a heritage site is and give examples.

Inclusive education

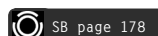
Students can do this for homework. Allow dyslexic students to use a computer and do not penalise them for spelling mistakes.

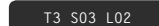
Suggested assessment

Method: Self-assessment

Form: Homework/class work

Tool: Students mark the case study according to the suggested answer.

Activity 64 South African World Heritage Sites
 SB page 178

 T3 S03 L02
Guidance and additional information

Have a map of South Africa in the classroom, detailing all the heritage sites. Provide newspaper/magazine clippings of similar articles that the students can use for style.

Answers

The article should show that the student has understood the importance of heritage sites and why tourists would choose to visit them. The article should include all the topics asked in the question and by the end of it, you, as the tourist, should be planning your trip to one of the sites.

Inclusive education

Enlarge any reference material for partially sighted students or put it on tape for them.

Allow an oral presentation for dyslexic students.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 65 Who will visit your community's national heritage sites?

SB page 178

T3 S03 L02

Guidance and additional information

This activity requires the students to do some research. Provide material to assist them in this.

Answers

The brochure should show that the student has done adequate research on the attraction he or she has chosen and should have written information under the following headings:

- Type of attraction
- Location
- Value of the site
- Facilities available
- Reasons for visiting.

The brochure should be eye-catching and informative.

Inclusive education

Discuss the contents of the brochure with the class beforehand.

Suggested assessment

Method: Task-based

Form: Rubric

Tool: Poster presentation



unit 10

sustainable tourism

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 66: Research new words	T ₃ S08 L0 ₁
Activity 67: Think twice!	T ₃ S08 L0 ₂
Activity 68: Scarce and sensitive resources in my community	T ₃ S08 L0 ₁
Activity 69: Is it sustainable?	T ₃ S08 L0 ₃
Activity 70: Textile printing at Richtersveld Arts and Crafts Centre	T ₃ S08 L0 ₃
Activity 71: Ebutsini: A cultural experience	T ₃ S0 ₅ L0 ₂
Activity 72: Discuss the National Environment Management Act	T ₃ S08 L0 ₄
Activity 73: True or false?	T ₃ S08 L0 _{1–4}
Activity 74: Discuss the guidelines	T ₁ S0 ₁ L0 ₂ ; T ₁ S0 ₂ L0 ₄
Activity 75: Case study	T ₃ S0 ₂ L0 ₃

Activities

Activity 66 Research new words

SB page 180

T₃ S08 L0₁

Guidance and additional information

Discuss with the students the meaning of ‘sustainable tourism’. Give the students assistance with researching the meaning of sustainable tourism.

Answers

This answer should show that the student has fully understood the meaning of the term ‘sustainable tourism’ and has done research and provided examples to illustrate the definition.

Inclusive education

Help dyslexic students with research and do not penalise them for spelling mistakes. Provide dictionaries in the classroom.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 67 Think twice!

SB page 182

T3 S08 L02

Guidance and additional information

Discuss the article with the students. Facilitate a general discussion on the points of the article.

Answers

This question requires the student to participate in a discussion with a friend about the ‘Think Twice’ principle. The discussion should include the following points:

- many tourists are unaware that it is illegal to take wildlife souvenirs out of South Africa
- that the students have understood the term ‘unsustainable’ in that by buying these souvenirs they are contributing to illegal poaching and endangering animals and South Africa’s wildlife heritage; the student should name products that are ‘unsustainable’
- they should discuss who gains by buying these products (disreputable dealers) and give opinions as to whether there is an alternative option to selling these products.

Inclusive education

Ensure all the students have understood the points made in the article before beginning the discussion in their pairs.

Suggested assessment

Method: Performance-based

Form: Discussion

Tool: Rating scale

Activity 68 Scarce and sensitive resources in my community

SB page 182

T3 S08 L01

Guidance and additional information

Discuss ways in which the students can draft the plan. Give examples of scarce and sensitive resources in other communities. Provide the students with a copy of the National Environment Management Act.

Answers

1. The students should do some research in the local community to compile a list of scarce and sensitive resources.
2. The plan should show ways in which the local tourism authority can protect and upgrade those resources. The National Environment Management Act will give the students guidelines for the draft plan.

Inclusive education

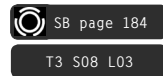
If there are any students who are hard of hearing, remind the other students in the group to be aware of this. They should always face the student and speak clearly.

Suggested assessment

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 69 Is it sustainable?**Guidance and additional information**

Students must be aware of the meaning of the word 'sustainable'.

Answers

1. The group discussion should focus on whether 'avitourism' is sustainable and why.
2. The conservation of birds and biodiversity; it empowers people and provides employment within local communities as well as education and increased awareness amongst local people about birds and biodiversity.

Inclusive education

In any class discussion, be aware of any student who is not participating. Encourage shy students to speak out and present their ideas and give encouragement.

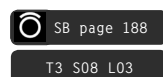
Allow extra time for the written presentation or allow the students to do it as homework.

Suggested assessment

Method: Task-based

Form: Class work

Method: Oral discussion

Activity 70 Textile printing at Richtersveld Arts and Crafts Centre**Guidance and additional information**

Give each student a copy of the story about the textile printing project in the Richtersveld.

Answers

1. The first part of the question requires the student to write a report expressing his or her view on the project.
2. The report should include what the student thinks are the elements that ensure the success of the project and any other project like it.

Inclusive education

Design assignments and examinations in such a way that the writing requirements are minimised. Enlarge the story for partially sighted students or read it onto tape.

Suggested assessment

Method: Self-assessment

Form: Homework/class work

Tool: Students mark the case study according to the suggested answer.

Activity 71 Ebutsini: A cultural experience

SB page 189

T3 S05 L05

Guidance and additional information

Make maps of the relevant area available for use in the classroom.

Answers

1. Ebutsini cultural village is located in Swaziland.
2. The cultural elements are: Swazi huts with animal skins, wooden pillows and polished cow dung floors. Cultural events include eating Swazi food and watching Swazi dancing.
3. Does the student think this community's exposure to tourists provides the community with a tourism opportunity?
4. The community receives a percentage of the income generated from the tourists and the management company has undertaken to employ local people.
5. The student must express an opinion as to why he or she thinks the community uses a management company. The answer should include the fact that the management company was set up to protect the local people's interests and culture.

Inclusive education

For blind or partially sighted students, obtain a tactile map of South Africa. For more information about aids for the visually impaired, contact the South African National Council for the Blind.

Suggested assessment

Methods: Self-assessment and answers by students

Form: Homework

Tool: Students compare their answers with those of the rest of the class and mark the questions according to suggested answers.

Activity 72 Discuss the National Environment Management Act

SB page 191

T3 S08 L04

Guidance and additional information

Discuss with the class each of the seven points in the Act. Provide each student with a copy of the Act.

Answers

Each partner should participate equally in answering this question. The answer encourages the students to think about what the Act means to them in their immediate environment, and if each point in the Act was properly adhered to, what type of improvement it would make to their immediate environment.

Inclusive education

Enlarge the Act for partially sighted students. Pair a learning-disabled student with a non-learning-disabled student.

Suggested assessment

Method: Self-assessment

Form: Homework/class work

Tool: Written presentation

Activity 73 True or false?**Guidance and additional information**

Provide examples to support the statements in the table.

Answers

The student's answers should show that he or she has understood the points made in the statement.

Inclusive education

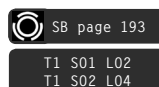
Review the statements with the students beforehand.

Suggested assessment

Method: Self-assessment

Form: Performance-based

Tool: Checklists, written presentation

Activity 74 Discuss the guidelines**Guidance and additional information**

What is meant by the term 'responsible'? Ask this question and challenge each student to give a meaning. Once this has been established, read through each point in the questionnaire and make sure that each student understands what is meant by 'good practice for tourism operators' and that they have a clear understanding of the social impact and environmental impact of tourism. This activity challenges them to think about what will be expected of them once they are employed in the tourism industry.

Answers

The students should demonstrate a clear understanding of what is meant by 'good practice'.

Inclusive education

Be aware of the hard-of-hearing student. Consider the use of a sign-language interpreter for deaf students.

Suggested assessment

Method: Self-assessment

Form: Class work

Tools: Students mark the work in their groups according to suggested answers.

Activity 75 Case study

SB page 197

T3 S02 L03

Guidance and additional information

To assist the students, discuss other environmental disasters that have happened around the world and the impact they had on the local people.

Encourage the students to think creatively and look for a positive solution. Use examples of what you mean.

Discuss with the class problem-solving skills that businesses in general use to generate more business.

Answers

The first part of this question requires the students to think of the environmental impact that the disaster had on the area, in particular on tourism and how it affected the local economy and the lives of the people who live there.

The second part of the question requires the students to participate in a class discussion to decide if there were/are any hidden benefits to the disaster.

The third part of the question is one which requires the students to become involved in a problem-solving exercise.

Inclusive education

This activity lends itself to thinking positively, listening to and communicating ideas to others and assimilating information from reading.

Suggested assessment

Method: Performance-based

Form: Debate

Tool: Rating scale

chapter 4

managing tourism

About this chapter

The table below outlines the work covered in this chapter.

<p>Unit 11: The tourism product</p> <ul style="list-style-type: none">• What is the tourism product?• Who buys the tourism product?• Marketing the tourism product<ul style="list-style-type: none">• Marketing concepts	<p>Unit 12: Market segmentation</p> <ul style="list-style-type: none">• What is market segmentation?• The need for market segmentation
<p>Unit 13: Role-players in the tourism industry</p> <ul style="list-style-type: none">• Role of the government, provinces and local authorities• Non-governmental organisations (NGOs) and the tourism industry<ul style="list-style-type: none">• International organisations	<p>Unit 14: Careers in tourism</p> <ul style="list-style-type: none">• Where do you fit in?• What careers are available?• Where can you receive further training?<ul style="list-style-type: none">• A career path in tourism



the tourism product

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 76: The tourism product	T ₃ S ₀₄ L ₀₂
Activity 77: The tourism distribution channel	TS ₁ S ₀₂ L ₀₃
Activity 78: Information and attractions	T ₄ S ₀₃ L ₀₁

Activities

Activity 76 The tourism product

SB page 204

T₃ S₀₄ L₀₂

Guidance and additional information

Before beginning this exercise, discuss with the students the different tourism products. Encourage the students to think about the products in terms of price, image and accessibility.

Answers

1. The five tourism products are, for example: Accommodation – a hotel's product is its rooms; an airline sells seats on its planes; experience – an adventure tour operator is selling the thrill of experiencing an adventure, for example white-water rafting, a museum is selling tickets to learn about history, a restaurant is selling a meal prepared by a professional chef.
2. Each product mentioned in question 1 should then be analysed in a group discussion where the price, image, accessibility and type of tourist the product is aimed at are discussed.
3. The third part of the question should identify the sector to which each tourism product belongs.

Inclusive education

In group work, be aware of the hard-of-hearing student. Ensure that all members of the group face the student and talk clearly.

Suggested assessment

Method: Group

Form: Report back to class

Tool: Oral presentation

Activity 77 The tourism distribution channel

SB page 206
TS1 S02 L03

Guidance and additional information

Students must be aware of the distribution chains within the tourism industry and how they are all interrelated.

Answers

1. The diagram should show the flow from manufacturer to suppliers or producers to the retailers to the consumers.
2. The chart should show the role-players and the part they play in getting the product to the consumer. The following example could be used:
 - In the tourism industry the product would be the game lodge; the intermediaries would be the tour operators who sell the game lodge to the retailers or travel agents.
 - The retailers sell the arrangements to get to the game lodge to the consumer.
 - The consumer buys the tours from the travel agent.
3. The examples should show that the student has understood how important each role-player is. For example, if the accommodation is terrible, the consumers will blame the travel agent for supplying them with sub-standard accommodation.

Inclusive education

Allow students to draw the diagram on computers and allow dyslexic students to use the spell-check function.

Enlarge the text for partially sighted students.

Suggested assessment

Method: Self-reporting and answers by students

Form: Case study

Tool: Written presentation assessed according to suggested solutions

Activity 78 Information and attractions

SB page 206
T4 S03 L01

Guidelines and additional information

For the first part of the activity, students can make a list of any products. In the second part of the activity they must go to any macro enterprise to research all the products and services. (A **macro enterprise** is a large, formal business that employs many people.) Discuss the possibilities with them before they visit the enterprise. Remind them to have a list of questions ready before they go. Help the students by giving them ideas about how the report should be structured.

Answers

Answers will vary. Accept any answers that show that the student understood the task and managed to get the relevant information.

Inclusive education

Help to make the necessary transport arrangements to get any disabled students to the chosen enterprise.

Suggested assessment

Method: Performance-based

Form: Observation sheet

Tool: Presentation for CASS (the grade achieved should be recorded on the portfolio assessment sheet)



market segmentation

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 79: Market segmentation definition	T2 S05 L01
Activity 80: Is market segmentation important?	T2 S05 L02
Activity 81: Plan a tour	T2 S05 L02
Activity 82: Use your knowledge of market segmentation	T2 S05 L02

Activities

Activity 79 Market segmentation definition

SB page 210

T2 S05 L01

Guidance and additional information

Make sure that there are reference works such as dictionaries available in the classroom so that students can look up the meanings of words they do not know.

Inclusive education

Pair a partially sighted student with a sighted student. Enlarge any information related to this question for partially sighted students.

Suggested assessment:

Method: Task-based

Form: Class work

Method: Written presentation

Activity 80 Is market segmentation important?

SB page 213
T2 S05 L02

Guidance and additional information

Discuss the aspects of market segmentation with the students beforehand.

Assist them by providing them with web site addresses, reference works, etc. where they can get more information on the topic.

Answers

1. Yes, it is! Refer to the text on page 213 of the Student's Book. Encourage the students to express this information in a way that shows that they understand the concept.
2. Gujarati, French, Dutch or Italian.

Inclusive education

Encourage all the students to participate in the discussion. Enlarge reading material and information for the partially sighted student and provide a sign-language interpreter for deaf students.

Suggested assessment:

Method: Peer

Form: Report back to class

Tool: Brainstorm/oral presentation

Activity 81 Plan a tour

SB page 218
T2 S05 L02

Guidance and additional information

Provide tourist information of existing tours to assist the students.

Answers

There is no incorrect answer to this question, but the tours planned should show that the students have paid attention to their target market and planned the tours accordingly.

- Young up-and-coming tourists: Tours should be no longer than five nights and cost no more than about R200 per day. The attractions and activities should include sports events or activities, dining and night clubbing, a city/beach venue would suit them, with lots of opportunity to include adventure experience activities such as rock-climbing, surfing, abseiling, kite surfing.
- Emerging tourists: To focus on this market, the tours should be outdoor-focused and cost no more than R60 per day. Transport would be important to this group, as they spend a lot of holidays visiting relatives. Arranging tours to major sports events (especially football) would be one option for the emerging market.

Inclusive education

Pair a partially sighted student with a sighted student. Enlarge any information related to this question for partially sighted students.

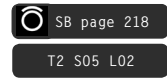
Suggested assessment

Method: Task-based

Form: Class work

Method: Written presentation

Activity 82 Use your knowledge of market segmentation



Guidance and additional information

This question tests how well the students have understood the definitions of market segmentation.

Answers

1. Do not assume that the business tourists will be male. Many of today's business tourists are female and from previously disadvantaged communities. Your preparations should include activities that would interest this target market.
2. Suggest they stay in a hotel in the city centre or the Waterfront. They would then have a wide variety of restaurants, nightclubs and shopping venues within walking distance of their hotel.

Inclusive education

Arrange an oral report back instead of a written report for dyslexic students or partially sighted students.

Suggested assessment:

Form: Self-assessment and answers by students

Method: Homework, students compare their answers with those of the rest of the class and mark the questions according to suggested answers.



unit 13

role-players in the tourism industry

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 83: South African Tourism Institute	T4 S01 L01
Activity 84: Role-players in the tourism industry	T4 S01 L01
Activity 85: Organise this community to gain	T4 S01 L03
Activity 86: Non-governmental organisations	T4 S01 L02
Activity 87: NGOs and the South African tourism industry	T4 S01 L03
Activity 88: Research an NGO	T4 S01 L02; T4 S01 L03
Activity 89: International organisations	T4 S01 L03

Activities

Activity 83 South African Tourism Institute

SB page 227

T4 S01 L01

Guidance and additional information

Review and discuss the case study with the students before they begin the exercise.

Answers

- Spain donated the money to launch SATI because tourism is the biggest industry for job creation, which opens up opportunities for previously disadvantaged communities.
- It will put the industry on a more professional footing.
- Marthinus van Schalkwyk

Inclusive education

Enlarge the case study for partially sighted students.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 84 Role-players in the tourism industry

SB page 227

T4 S01 L01

Guidance and additional information

Revise the function and description of the role-players within the tourism industry. Give the students addresses and contact details of each organisation to assist them in answering the question.

Answers

The first part of this question requires the students to identify the principal tourism offices in each province and do some research with their local tourism office to find out how it interacts with the local tourism industry.

The second part of the question tests the students' knowledge of the role-players within the tourism industry. They should provide a description of the role and function of each organisation and classify them in order of importance according to the role they play within the industry.

Inclusive education

Revise with the students the role-players in the tourism industry. Assist students in suggesting ways in which they can find out the relevant information. Allow this to be done as homework to give slower students more time.

Suggested assessment

Method: Task-based

Form: Homework assessment sheet

Tool: The lecturer completes the homework assessment sheet and students mark their answers accordingly.

Activity 85 Organise this community to gain

SB page 231

T4 S01 L03

Guidance and additional information

Discuss the case study with the students before beginning the exercise.

Answers

The answers to the questions in this activity depend on how well the students have read and comprehended the function of the LTO and then done some research with in their own community with their local LTO.

1. To develop strategy for and market the various regions.
4. Included in the answer should be a diagram of how the local LTO works and links up with other community organisations, and how, and if, it represents all tourism and non-tourism-related businesses and organisations.
6. The answer should identify the local stakeholders who could initiate the founding of an LTO within the local community.
7. The students should name the nine provincial tourism organisations in South Africa.

- The final part of the activity requires the students to list different local and national enterprises in table format. There should be three enterprises on the national level list and at least five enterprises on the local level list.

Inclusive education

Arrange an oral instead of a written examination for dyslexic students.

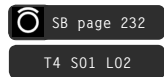
Suggested assessment

Method: Self-assessment

Form: Class work

Method: Written presentation

Activity 86 Non-governmental organisations



Guidance and additional information

Provide examples of work done by NGOs and give guidance as to where the students can do their research.

Answers

- Non-governmental organisation
- The students should write in their own words how NGOs play a significant role in the tourism industry.
- The third part of this question requires the students to do some research to identify NGOs in the tourism industry.

Inclusive education

Provide students with addresses and contact details of relevant organisations.

Suggested assessment

Method: Self-assessment, performance-based

Form: Checklists

Tool: Written presentation

Activity 87 NGOs and the South African tourism industry



Guidance and additional information

Give the students a chance to read the case studies, then let them form groups to discuss each one. Give guidance during the discussion.

Answers

Answers may vary – accept any plausible answers, as long as the students show that they understand the various concepts involved.

Inclusive education

Think about including a sign-language interpreter for deaf students and during the discussion be aware of the hard-of-hearing students. Face the student and talk clearly, but not too loudly.

Suggested assessment

Method: Group
Form: Report back to class
Tool: Brainstorm/oral presentation

Activity 88 Research an NGO

SB page 238

T4 S01 L02
T4 S03 L03

Guidance and additional information

Assist the students by giving them a list of NGOs on which to base their research.

Answers

Students must apply their knowledge and understanding of what a heritage site is and give examples.

Inclusive education

Students can do this for homework. Allow dyslexic students to use a computer and do not penalise them for spelling mistakes.

Suggested assessment

Method: Self-assessment
Form: Homework/class work
Tool: Students mark the case study according to the suggested answer

Activity 89 International organisations

SB page 239

T4 S01 L03

Guidance and additional information

Discuss with the students the roles of international organisations.

Answers

This requires the student to express an opinion and support his or her opinion with reasons.

Inclusive education

When facilitating a class discussion, be aware of hearing-impaired students. Think about including a sign-language interpreter.

Suggested assessment

Method: Self-assessment
Form: Class work
Tool: Written/oral presentation



unit 14

careers in tourism

Outcomes

The outcomes are covered as follows in the activities in this unit. (See the table on pages 8–14 of the introduction for an explanation of the codes.)

Activity	Outcome
Activity 90: Where do I fit in?	T4 S02 L01
Activity 91: Research a career	T4 S02 L02; T4 S03 L01; T4 S03 L012
Activity 92: Possibilities for further training	T4 S02 L02
Activity 93: Plan a career path	T4 S02 L04

Activities

Activity 90 Where do I fit in?

SB page 242

T4 S02 L01

Guidance and additional information

Read and discuss the statements with the students beforehand.

Answers

The answer to this question is related to the students' own personal choice.

Inclusive education

Enlarge the statements for partially sighted students or put them onto tape for blind students.

Suggested assessment

Method: Self-assessment

Form: Class work

Tool: Written presentation

Activity 91 Research a career

T4 S02 L02
T4 S03 L01
T4 S03 L012

Guidance and additional information

Discuss the aspects of the research project with the students beforehand.

Assist them by providing them with web site addresses, information from training colleges and universities, etc.

Answers

The objective of this question is for the students to research a possible career/study path for themselves within the tourism industry.

Inclusive education

Allow students to use a computer to prepare the report and collate the information.

Suggested assessment

Method: Task-based

Form: Homework assessment sheet

Tool: The lecturer completes the homework assessment sheet and students mark their answers accordingly.

Activity 92 Possibilities for further training

T4 S02 L02

Guidance and additional information

Provide information from all the local training providers on careers within the tourism industry.

Answers

The objective of this exercise is for the students to research and obtain knowledge to assist them in choosing a career path for themselves within the tourism industry.

The table should show clearly for future reference all possible training providers, what they have to offer, the duration and cost of each course.

Inclusive education

Enlarge all relevant information for partially sighted students.

Suggested assessment

Method: Self-assessment

Form: Class work

Method: Written presentation

Activity 93 Plan a career path

SB page 254

T4 S02 L04

Guidance and additional information

Discuss with the students how to plan a career path.

Answers

This question requires the students to plan a career path detailing where they want to be in five years' time, ten years' time, and fifteen years' time.

Inclusive education

In any discussion, be aware of hearing-impaired students, always face them and speak clearly.

Suggested assessment

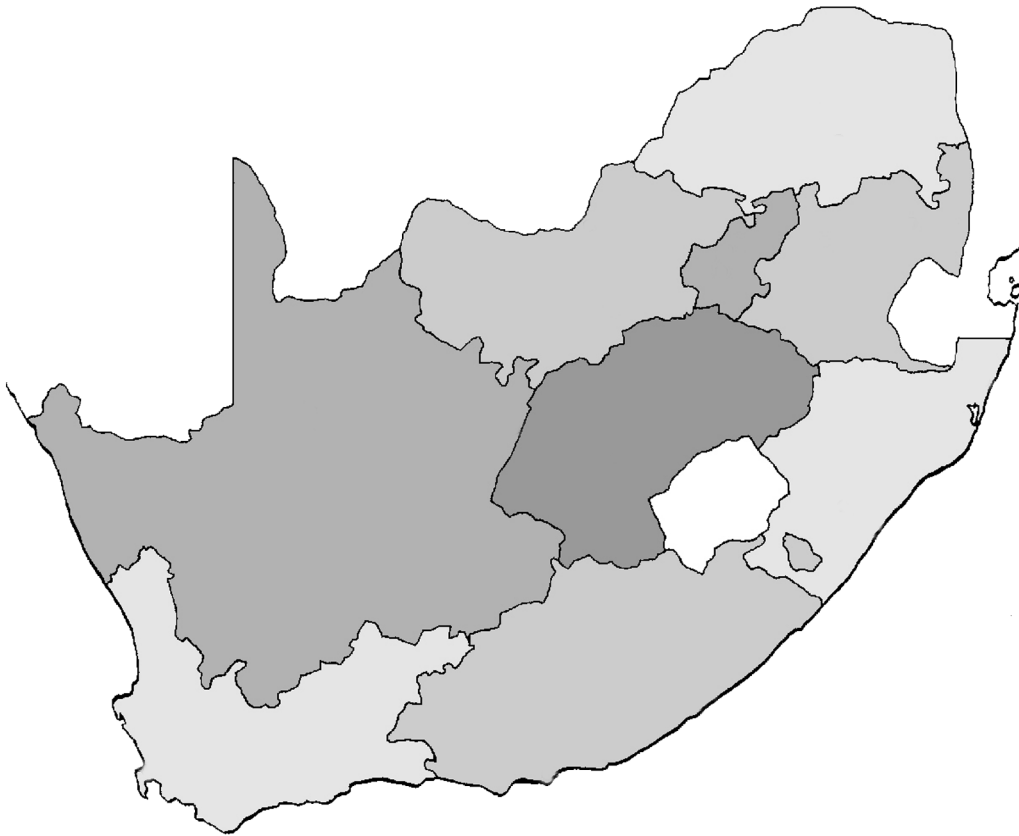
Method: Self-assessment, performance-based

Form: Checklists

Tool: Written presentation

Map of South Africa

This map may be photocopied for use in the classroom.



OBE for FET
science of tourism
lecturer's portfolio
and
programme of assessment
level 2



Note: This lecturer's portfolio must be kept in a safe place, away from unauthorised access.

It is illegal to photocopy any part of this book without the written permission of the publisher.



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First edition – 2007

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Books available in this series for the Vocational Programmes for the National Certificate Level 2: Tourism are:

1415401853	9781415401859	1	OBE for FET Colleges Sustainable Tourism LEVEL 2 Student's Book
141540187X	9781415401873		OBE for FET Colleges Sustainable Tourism LEVEL 2 Lecturer's Guide
1415401942	9781415401941	2	OBE for FET Colleges Tourism Operations LEVEL 2 Student's Book
1415401969	9781415401965		OBE for FET Colleges Tourism Operations LEVEL 2 Lecturer's Guide
1415401586	9781415401583	3	OBE for FET Colleges Client Services and Human Relations LEVEL 2 Student's Book
1415401608	9781415401606		OBE for FET Colleges Client Services and Human Relations LEVEL 2 Lecturer's Guide
1415401764	9781415401767	4	OBE for FET Colleges Science of Tourism LEVEL 2 Student's Book
1415401780	9781415401781		OBE for FET Colleges Science of Tourism LEVEL 2 Lecturer's Guide

Dear Lecturer

This book is designed to make your life easier. It will help you organise, manage and present your **Lecturer's Portfolio of Assessment** by providing the following:

- a portfolio contents page
- a Programme of Assessment and a work schedule (year plan)
- assessment plans
- a list of assessment tasks as they appear in the Student's Book
- assessment instruments for each task to record students' achievements
- guidelines for charting students' assessment progress and achievement
- templates for calculating the students' mark for each task
- space for charting your assessment records and student achievement for your classes
- templates for recording, documenting and reporting assessment evidence

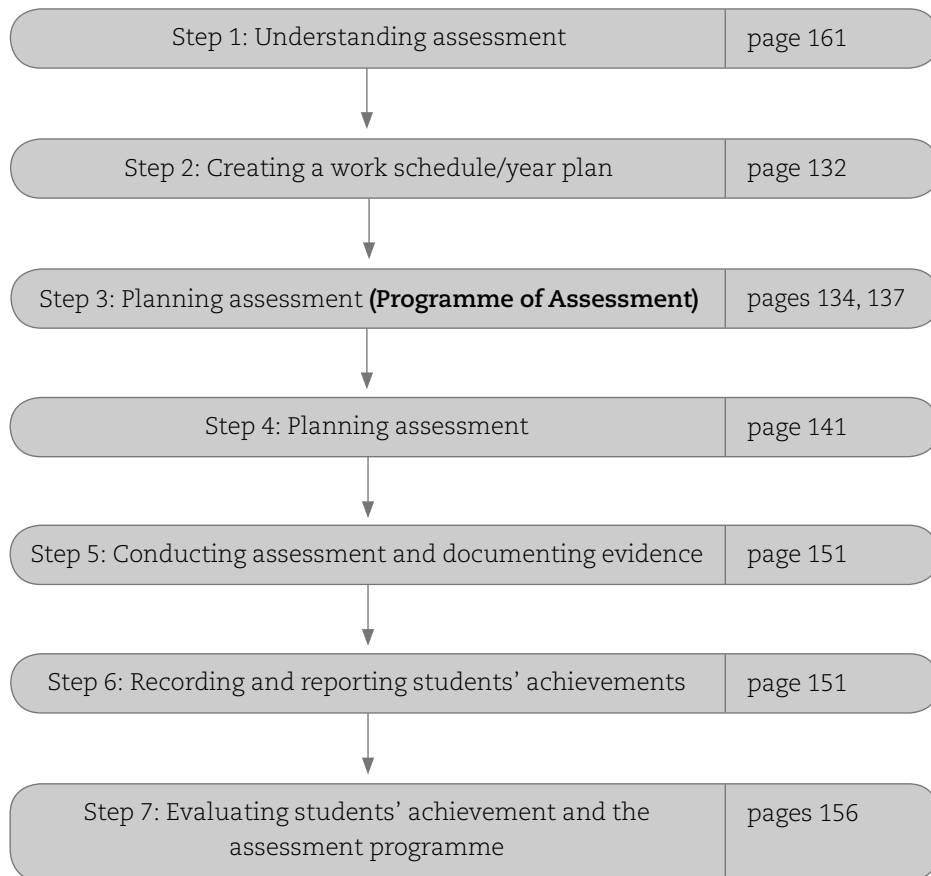
This book also contains the following documents for you to use:

- a checklist of the contents of the Lecturer's Portfolio of Assessment
- a checklist of the contents of the Student's Portfolio of Assessment
- lecturer's declaration of own assessments
- checklists for evaluating assessments you have done.

How to use this book

To manage your Level 2 Programme of Assessment, follow the steps provided in this guide and fill in the templates provided (or attach your assessment tasks and memoranda or own assessment instruments). You can also use this book as your **Lecturer's Portfolio of Assessment** record. This book should be used with *OBE for FET Colleges Science of Tourism Level 2 Student's Book* and *Lecturer's Guide*.

The following flow chart shows the **process of assessment** and the pages where you can find help with each step:



- The pages that are marked as your classes' **Student's Portfolio of Assessment** can be used as your **formal collection of assessment evidence**. You may choose from these to meet your subject assessment requirements. There is also space provided for you to attach the assessment tasks that you have designed yourself.
- We recommend that each student cut out the assessment instruments in the **Student's Portfolio of Assessment** and give them to you so that you can mark their tasks. Return them to the students so that they can staple them back into their portfolios.
- All the forms, agreements, lists and records of marks can be pasted into this book in the appropriate places as indicated.

Contents

Suggested work schedule (year plan)	132
Suggested Programme of Assessment	134
Programme of Assessment portfolios	137
Moderation of Programme of Assessment portfolios	139
Planning tools	141
Formal Programme of Assessment portfolio tasks	149
Marking and student assessment	151
Reflection on and evaluation of Assessment Task	152
Assessment	153
Controlled Test	154
Collective mark schedules for formal Programme of Assessment portfolio assessment tasks.	155
Evaluating assessment evidence and student achievement	156
Overall reflection on and evaluation of Programme of Assessment and student performance	158
Supporting forms and documents.	160
Understanding assessment	161

Suggested work schedule (year plan)

Introduction

Begin your assessment planning by planning your work schedule (or year plan) for the year. The following work schedule shows the knowledge areas and topics covered in *Level 2 Science of Tourism*.

Table 1: Year plan/work schedule for OBE for FET Colleges Science of Tourism Level 2

	Week	Unit (theory)	SB page	LG page	Practical work
Term 1	1	Chapter 1			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10	Revision			
Term 2	1	Chapter 2			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11	Tests			

Suggested work schedule (year plan)

Introduction (*continued*)

Table 1: Year plan/work schedule for OBE for FET Colleges Science of Tourism Level 2 (*continued*)

	Week	Unit (theory)	SB page	LG page	Practical work
Term 3	1	Chapters 3 and 4			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9	Revision			
Term 4	1	Chapters 3 and 4			
	2				
	3				
	4	ALL: Revision			
	5				
	6	ALL: Tests			
	7				

Suggested Programme of Assessment

Portfolio of Assessment tasks

Programme of Assessment: portfolio assessment tasks

Note that your students should complete all the activities in the *OBE for FET Colleges Science of Tourism Level 2 Student's Book* to gain the necessary skills that a Tourism student should have. However, only some of the activities need to be included in the students' portfolios.

- Choose the summative portfolio assessment tasks that will best suit the needs of your students.
- Design or choose formative assessment tasks to support the students in achieving the Learning Outcomes.
- These assessment tasks appear in the Student's Book and the Lecturer's Guide.
- Note that the Learning Outcomes are not weighted equally. After all of the portfolio assessments have been completed, the marks should be allocated in the following ratio: LO1 – 10%, LO2 – 15%, LO3 – 40% and LO4 – 35%.
- Guidelines, marking memoranda and rubrics for assessment for each task in the Student's Book appear in *OBE for FET Colleges Science of Tourism Level 2 Lecturer's Guide*. This portfolio contains suggested tasks and memoranda for both controlled tests and both examinations.

Table 2: Portfolio summative assessment tasks for OBE for FET Colleges Science of Tourism Level 2: Critical and Development Outcomes

Critical and Development Outcomes			Terms 1, 2, 3 and 4											
Outcomes		Technique	Practical assessment task				Assignment				Research project			
		Chapter	1	2	3	4	1	2	3	4	1	2	3	4
COs	DOs	Assessment task number	1	2	3	4	5	6	7	8	9	10	11	12
1														
2														
3														
4														
5														
6														
7														
	1													
	2													
	3													
	4													
	5													

Suggested Programme of Assessment

Portfolio of Assessment tasks *(continued)*

Table 3: Portfolio summative assessment tasks for OBE for FET Colleges Science of Tourism Level 2: Learning Outcomes and Assessment Standards

Learning Outcomes and Assessment Standards		Terms 1, 2, and 3												
		Technique	Practical assessment task				Assignment				Research project			
Outcomes		Chapter	1	2	3	4	1	2	3	4	1	2	3	4
Learning Outcomes	Assessment Standards	Assessment task number	1	2	3	4	5	6	7	8	9	10	11	12
1														
Assessment tools used		Rubric												
		Memo												
		Rating scale												
		Checklist												

science of tourism: level 2

lecturer's portfolio of
formal summative assessments

Lecturer's name

College

Class

Year

Programme of Assessment portfolios

Moderation

Note: Various provincial education departments have their own requirements and their own pro formas. If this is the case in your province, place the appropriate forms in your Lecturer's Portfolio of Assessment, as guided by the layout.

NAME OF COLLEGE: _____ REGION/DISTRICT: _____

SUBJECT AND GRADE: _____ DATE: _____

Portfolio moderation checklist (Tick column when completed.)

	Lecturer	Moderator
Lecturer's Portfolio of Assessment		
Five skills-focused assessments		
Three subject-controlled test question papers, marked with memoranda		
End-of-year examination question papers, marked with memoranda		
Working mark sheets for all class(es) assessments		

College and cluster moderation

Type of moderation	Yes	No	Comment
College moderation has taken place over the year			
Cluster moderation has taken place during the cluster meetings			

Programme of Assessment portfolios

Moderation (*continued*)

List of sample portfolios

All portfolios requested are included in bundle. (Attach computer-printed list here.)

Sample portfolios			
Name of candidate (surname and initials)	Exam number	Portfolio college mark *	Portfolio moderated mark *
1			
2			
3			
4			
5			
6			
7 (Best**)			
Average marks		Of sample	Of moderation

* Some provinces expect totals of either 70 or 100 as the total of the portfolio college mark. (Controlled tests are not always included.)

** The word 'best' refers to the performance of the student with the most outstanding achievement.

Moderation of Programme of Assessment portfolios

Form for moderator's use only

Delete the statement that is not applicable:

Statements

No changes are to be made to mark sheets
The assessment completed by the college is within 10% of the assessment by the Moderation Team, therefore no changes to the marks are required.

Changes to mark sheets are to be made.
The assessment completed by the college differs by more than 10% from the assessment of the Moderation Team, therefore all the marks on the mark sheet for this subject _____ are to be increased/decreased by _____ marks.
The moderation officials will carry out these changes and will carefully write the changes in green in the moderated column. A copy of the report is to be kept by the moderators at cluster and province level. A full report is provided below.

Moderator's detailed report

This report must be used constructively to support the college in its assessment of its students.

The pair of moderators' signatures is provided below. No portfolio is moderated by a single person. A pair of moderators moderates a college's portfolios. Their endorsement of the results is provided below.

Moderator's name: _____ Moderator's signature: _____

Moderator's name: _____ Moderator's signature: _____

Date: _____

Moderation of Programme of Assessment portfolios

Lecturer's declaration

Place college logo/stamp here

I, _____ declare that:

- I am the lecturer of level _____, (subject) _____.
- All the planning sources listed below have been accurately consulted and used to provide an accurate, reliable, fair and authentic assessment of student performance.
- I have kept this Lecturer's Portfolio of Assessment and all its contents safely and free from unauthorised access.
- I have developed a Programme of Assessment for my subject.
- Regular consultations took place with other lecturers in my subject to support my students by developing and maintaining standards.
- I have assessed my students' tasks and I have checked their student assessments.
- Sampled moderation has occurred on a regular basis.
- The Student's Portfolios of Assessment have been kept safely and free from unauthorised access.
- The content of each Student's Portfolio of Assessment is complete and organised as required.
- All the required assessment tasks are included.
- The content of this Lecturer's Portfolio of Assessment is my own original record of work and has been completed within this year.

Signed at _____ on this _____ day of _____ 20__

Signature (Lecturer)

Name (Head of Department)

Date

Signature (Head of Department)

Name (College Principal)

Date

Signature (College Principal)

Name (Provincial level)

Date

Signature (Provincial level)

Planning tools

Checklist 1: Contents of the Lecturer's Portfolio of Assessment

Complete the content checklist below by placing a tick (✓) in the appropriate column to indicate that you have completed and included the appropriate assessment documents/materials for your Science of Tourism Level 2 Programme of Assessment.

Contents of the Lecturer's Portfolio of Assessment		
I have checked/included the following documents/materials:	Yes	No
• Checklist 1: Contents of Lecturer's Portfolio of Assessment		
• Checklist 2: Assessment planning		
• Checklist 3: documents for assessment planning		
• Checklists for contents of Student's Portfolio of Assessment for all my students		
• Lecturer's declaration of own assessments		
• Students' Portfolio of Assessment agreements		
• Students' Portfolio of Assessment declarations of authenticity		
• A Programme of Assessment and work schedule (year plan)		
• Assessment plans for each assessment task		
• Notes on students' special assessment needs		
• All Programme of Assessment portfolio tasks and their assessment plans		
• Assessment tools designed/used for each assessment task		
• Assessment records for each student taught in my classes (mark sheets)		
• Charts of assessment records and student achievement for my classes		
• Self-evaluation of Programme of Assessment		

Signed at _____ on this _____ day of _____ 20__

Name (Lecturer) Date Signature (Lecturer)

Name (College Assessment Co-ordinator) Date Signature (College Assessment Co-ordinator)

Name (College Principal) Date Signature (College Principal)

Planning tools

Checklist 2: Assessment planning

Use the following checklist and place a tick (✓) in the appropriate column to make sure you have carried out each step of the assessment process.

Assessment planning		
I have:	Yes	No
• identified and stated the outcomes to be achieved by my students over a period of time		
• clearly identified the purpose of the assessment tasks as either formative or summative		
• determined the assessment focus for each of the tasks		
• determined what evidence is needed to indicate student achievement		
• chosen or designed assessment tasks that will give evidence of students' achievement		
• chosen or designed an appropriate assessment tool or combination of tools		
• planned how to implement the chosen assessment tasks in the classroom		
• provided the students with their Programme of Assessment		
• obtained my students' acknowledgement of their assessment agreements		
• conducted the assessment tasks in a controlled environment for best student achievement		
• collected evidence of students' performance in the planned assessment tasks		
• recorded my assessment observations and decisions around my student assessments		
• interpreted individual and class assessment records and made a decision about the students' level of performance achieved in the assessment tasks		
• provided my students with written, positive and directed feedback		
• recorded and reported my students' achievements on the required official report forms		

Signed at _____ on this _____ day of _____ 20____

Name (Lecturer)

Signature (Lecturer)

Name (Head of Department)

Date

Signature (Head of Department)

Name (College Assessment
Co-ordinator)

Date

Signature (College Assessment
Co-ordinator)

Name (College Principal)

Date

Signature (College Principal)

Planning tools

Checklist 3: Documents for assessment planning

Complete and sign the checklist below to indicate that you have received the appropriate assessment documents/materials to plan your assessment programme.

Documents for assessment planning			
I have the following documents/materials:	Yes	No	Comment
1. The National Senior Certificate: A qualification at level 4 on the National Qualifications Network (NQF)			
2. The National Protocol on Assessment for schools in the General and Further Education and Training Band			
3. The relevant provincial legislated assessment documents			
4. National Curriculum Statement for Science of Tourism Level 2			
5. Learning Programme Guideline for Science of Tourism Level 2			
6. Science of Tourism Level 2 Subject Assessment Guidelines			
7. OBE for FET Colleges Science of Tourism Level 2 Student's Book and Lecturer's Guide			

Signed at _____ on this _____ day of _____ 20__

Name (Lecturer)

Signature (Lecturer)

Name (Head of Department)

Date

Signature (Head of Department)

Name (College Assessment
Co-ordinator)

Date

Signature (College Assessment
Co-ordinator)

Name (College Principal)

Date

Signature (College Principal)

Planning tools

Programme of Assessment (summative portfolio assessment plans)

The tables below provide a tool for planning summative assessment tasks for the year.

- Write your standardised summative portfolio assessments in the tables, ensuring that they are spread over the year.
- Create a separate, similar table and fill in your choice of formative assessment activities that would lead to the development of skills, knowledge, attitudes and values in order to attain the standardised assessment requirements.
- Ensure that the students write their own assessment plans in their Student's Portfolio of Assessment.
- Use the table on the next page to plan what you need to do in order to complete each assessment task on the due date.

Programme of summative assessment: Action plans

In the table below:

- Fill in the due dates for the students to hand in the assessment task that you have chosen for each category, and give your students these dates.
- In the Plan of Action column, write down what you plan to do to complete these tasks and how you will meet the due dates, for example:
 - note which topics, skills and activities need to be covered before the students can be summatively assessed (e.g. graph drawing)
 - equipment and raw materials: make sure that you have everything available
 - venue and organisation: note special arrangements for equipment, speakers.

Programme of summative assessment for Science of Tourism Level 2		
	Due date	Plan of action
Task 1: Hands-on practical Topic: _____		
Task 2: Assignment Topic: _____		
Task 3: Research project Topic: _____		
Task 4: Controlled test 1 Work to be tested: _____		
Task 5: Mid-year examination Work to be tested: _____		
Task 6: Controlled test 2 Work to be tested: _____		
Task 7: End-of-year examination All work to be tested: _____		

Planning tools

Programme of Assessment (summative portfolio assessment plans) (continued)

Programme of summative assessment (portfolio plan)

Year:			Class:		
Portfolio plan: topics					
Category of assessment item	Date	LOs	ASs	Curriculum theme	Skills domain covered
e.g. practical	Week 1: 19–24 June			Investigate a tourist site	3.4
Portfolio task					
Assignment					
Research project					
Controlled test 1					
Controlled test 2					
Mid-year exam					
Final practical					
End-of-year exam					

Portfolio plan: record

Time allocated for tasks	Assessment tools	Assessed	Maximum mark	Weighted mark	Date
30 min	Rubric and memo		50	25	20 June
Total:				400	

Planning tools

Assessment context and special requirements for my college

Use this space to note important information about the context of assessment in your college. Use a separate sheet of paper if necessary. Note any special arrangements that need to be considered or catered for (for example, class size, lack of equipment, alternative equipment used, students' special needs, and so on).

Providing for students with differing abilities and barriers to assessment

Use the space below to show how you will provide the following:

- expanded opportunities for students who need more challenges
- alternative assessment methods and tools for students who are disabled and/or who need other options in order to demonstrate achievement.

List the students who are disabled or who need additional support. Use a separate sheet of paper if necessary.

Note that the *OBE for FET Colleges Science of Tourism Level 2 Student's Book* includes a number of expanded opportunities in each chapter to stimulate and challenge students. There are also various activities that address the issue of clients and students with disabilities.

Planning tools

How the Programme of Assessment covers the outcome requirements

Once you have decided on the summative and formative assessment tasks that you are going to do, complete the table below to check that you have covered all the outcomes.

- Tick each box to show where an outcome has been covered.
- Shade the columns that indicate summative assessment tasks.

Term _____: Critical and Development Outcomes to be covered											
Term 1											
Chapter number											
Unit number											
Outcomes		Assessment tasks									
COs	DOs	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

Planning tools

How the Programme of Assessment covers the outcome requirements
(continued)

Term _____: Learning Outcomes and Assessment Standards to be covered											
Term 1											
Chapter number											
Unit number											
Outcomes		Assessment tasks									
LOs	ASs	1	2	3	4	5	6	7	8	9	10
1	1.1										
	1.2										
	1.3										
2	2.1										
	2.2										
	2.3										
3	3.1										
	3.2										
	3.3										
	3.4										
4	4.1										
	4.2										
	4.3										
	4.4										
Assessment tools used	Rubric										
	Memo										
	Rating scale										
	Checklist										

Formal Programme of Assessment portfolio tasks

Introduction

(Use these planning grids and comment pages for all assessments that you do with your students.)

This section provides summative assessment tasks for your portfolio that have been selected from *OBE for FET Colleges Science of Tourism Level 2 Student's Book* for you to choose from. The assessment tasks are organised for each prescribed category. The summative portfolio assessment categories are:

1. Practical Assessment Task (one is to be submitted)
2. Assignment (one is to be submitted)
3. Research Project (one is to be submitted)
4. Controlled Test 1 (two Controlled Tests are to be submitted)
5. Controlled Test 2
6. Mid-year Examination (one is to be submitted)
7. End-of year Examination (one paper and one final Practical Assessment Task to be submitted)

For each category you will find a number of assessment tasks to choose from. You may choose from those provided to suit your assessment plan and to cover all the Learning Outcomes and Assessment Standards. You may add your own designed tasks at the places indicated under each section.

At the end of the year, please cut out the assessment tasks that you have chosen not to complete, and leave attached only the ones that you have completed.

If you have used some assessment tasks that are not from *OBE for FET Colleges Science of Tourism Level 2 Student's Book*, please list them in the table below. You can staple the tasks to the pages where indicated in each section of this Lecturer's Portfolio of Assessment. The tasks may be designed by you or chosen from a source reference. Please acknowledge all sources used if you have used other printed materials.

e.g. Activity/task 1: Project — own design Source: (if applicable)

Formal Programme of Assessment portfolio tasks

Assessment tools

Record of achievement									
Methods of assessment		LOs covered	ASs covered	Date completed	Student's marks obtained	Maximum mark for task	Maximum weighted mark	Student's converted mark	Student's moderated mark
Skills focused	Practical tasks						25		
	Assignment						25		
	Research project						20		
Controlled tests	Test 1						10		
	Test 2						10		
	Mid-year exam						10		
Examinations	Practical						100		
	Exam paper						200		
Total marks							400		

Marking and student assessment

Marking memoranda and rubrics

The marking memoranda for the activities are provided in the *OBE for FET Colleges Science of Tourism Level 2 Lecturer's Guide*.

Calculating and recording the student's marks

Calculating the student's marks for the hands-on practical investigation (option 1)

Mark: Determine the student's performance by using the associated rubrics and memorandum.

Ratios: Determine if the totals correlate to a 1:1 ratio for each LO assessed.

Converted portfolio mark: Divide the percentage mark by 4 and write it in the final box.

Calculating and recording the student's marks			
Total	Memorandum total		Total
Mark obtained	Percentage	Level	Converted mark for portfolio
Signature of lecturer			Date
Signature of student			Date
Student's name:			Year:

Reflection on and evaluation of Assessment Task

Reflection on and evaluation of the hands-on Practical Investigation Assessment Task conducted

This evaluation is required for you to note refinements associated with the assessment task chosen for next year's assessment planning notes.

Comment on the planning and conducting of the task(s)

Comment on the resource requirements and time taken

Comment on the student accessibility of the task

Comment on students' performance

Comment on the changes to be made for further use

Assessment

Assessing controlled tests

Assessment: _____

Class(es): _____

Topics covered: _____

Date on which the class test design was moderated: _____

Name of moderator: _____ Signature of moderator: _____

Date on which the controlled test was written: _____

Quest. no.	Cognitive ability levels						LO2			LO3			Knowledge areas	
	A	BI	BV	BN	C	D	AS1	AS2	AS3	AS1	AS2	AS3	The tourism industry	Tourism dynamics
Actual marks														
Actual %	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Norm marks														
Norm %	%	%	%	%	%		33,33 %			33,33 %			%	%

Controlled Test

Planning grids

Interpretation of the grid ratings and balance for the pen-and-paper questions

- Finding the 'totals' of each cognitive level

	A	BI	BV	BN	C	D	TOTAL
Total number of items/instances							
Total number of marks							
% of items							
% of marks							

- Finding the 'totals' of each Learning Outcome

	LO2			LO3			TOTAL
	AS1	AS2	AS3	AS1	AS2	AS3	
Total number of items/instances							
Total number of marks							
% of items							
% of marks							

Signature of lecturer

Date

Signature of HOD

Date

Signature of moderator

Date

Collective mark schedules for formal Programme of Assessment portfolio assessment tasks

Mark schedule template

Use this mark schedule as a template to record your Summative Portfolio Assessment marks for each class, including a mark list for each class attached to this page.

Mark schedule template																				
Lecturer: _____			Class: _____			Date: _____														
Assessment Focus	Skills Focused			Controlled Tests			End-of-year													
Assessment Task/Activity	SAQA Level	LOs covered	ASs covered	Date	SAQA Level	Total	Practical	Exam paper	Mid-year exam											
						400	100	200	Max. weighted mark	10										
						Max. mark			Max. mark											
						Max. weighted mark			Max. weighted mark	10										
						Max. Mark			Max. mark											
						Max. weighted mark			Max. weighted mark	10										
						Max. Mark			Max. Mark											
						Max. weighted mark			Max. weighted mark	20										
						Max. Mark			Max. Mark											
						Max. weighted mark			Max. weighted mark	25										
						Max. mark			Max. mark											
						Max. weighted mark			Max. weighted mark	25										
						Max. mark			Max. mark											
Student's name																				
1																				
2																				
3																				
4																				

Evaluating assessment evidence and student achievement

Recording and reporting tools

Use the following recording and reporting tool to assess student performance and for promotion. Attach copies for each class.

Note: You may photocopy this page if additional lines are needed.

Summary of student's performance for reporting purposes				
Lecturer: _____			Class: _____	Year: _____
No.	Student's name	SAQA rating	Qualitative comments	Recommendations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Evaluating assessment evidence and student achievement

Statistical analysis of student performance for reporting purposes

Class performance			
SUBJECT:			
Test/exam number		Class	
Content/type of test		Purpose	
Date of test		Median %	
Length of test		Number that wrote	
Maximum mark of test		Number that failed	

Statistical analysis			
4	3	2	1
80–100%	70–79%	60–69%	0–59%
Outstanding	Competent	Not yet competent	Not achieved

Diagnostic analysis		
No.	Barriers to learning encountered	Reason/remedial action
1		
2		
3		

Any other comments: _____

Lecturer's signature

Lecturer's name

Date

Overall reflection on and evaluation of Programme of Assessment and student performance

Comments

In this evaluation you are required to note refinements associated with the assessment task chosen for next year's Programme of Assessment planning notes. Supply notes to finish the following comments:

Comment on the results the students obtained for the tasks:

Comment on the range of performance as seen within the class records for the classes you have assessed:

Comment on the student support that you suggest to overcome barriers to learning and to accommodate further learning:

Comment on student support that can be recommended for enrichment:

What part of the portfolio was the most meaningful for your students?

Were your students motivated by the assessment tasks? Explain:

List those skills tested that differed from those tested in examinations and tests:

State the assessment tasks that you feel were not very useful and give reasons:

Comment on the rubric used to assess your students' skills. Make written suggestions on the rubric to improve the performance indicators. Attach the rubric to this sheet:

Supporting forms and documents

Record of absenteeism and accompanying letters

Attach any supporting forms and documents here that may be required by your provincial education department and assessment bodies. Some of the additional requirements are outlined below:

- class lists of students taught
- students' background information
- students with special needs and record of the concessions granted
- records of absenteeism and accompanying letters
- dates of cluster meetings and moderation meetings
- examination-design moderation reports
- statistical analysis of student performance for reporting purposes.

Example of record of absenteeism and accompanying letters

Students are expected to provide a letter signed by their parents or a legal guardian and should also make arrangements to complete a catch-up/replacement assessment task.

Name of lecturer: _____ Subject: _____ Class: _____

Record of absenteeism							
No.	Task missed	Date of task	Mark allocation of task	Date letter was received	Reason for absence	Date of catch-up/replacement assessment task	Student's signature (acknowledgement)
1							
2							
3							
4							
5							
6							
7							

Signed at _____ on this _____ day of _____ 20__

Name (Lecturer) Date Signature (Lecturer)

Name (Principal) Date Signature (Principal)

Understanding assessment

Assessment in the Further Education and Training (FET) band

What will you assess?

Your assessment programme should focus on assessing students' ability and performance in the subject by measuring their achievement of the **Learning Outcomes** (LOs). The Learning Outcomes cover **knowledge concepts, skills and values and attitudes** to be achieved within this year. Each Learning Outcome is achieved through the students achieving the **Assessment Standards** (ASs). The ASs tell you what you should teach and are used to assess a student's achievement. The students need to achieve the entire set of Assessment Standards during the year. The three LOs are weighted equally – also in terms of mark allocations.

You will be expected to provide assessment tasks that are formative and summative (exams and portfolio) and that will require students to present oral, written or practical work to be assessed in one or more of the various **assessment techniques** as outlined in Table 8 on the next page. Assessment can be performed by you, by a peer (student to student), by a group and by the students themselves (self-assessment). Summative assessment for promotion purposes is done by the lecturer.

Assessment Promotion Requirements

The **Student's Portfolios of Assessment** is an important record of your selected summative assessments, which count for the students' promotion together with their final examinations. Your **Lecturer's Portfolio of Assessment** is an essential part of this record. Table 8 shows you how each of the portfolio tasks makes up your students' promotion marks. Their final promotion is to be weighted as seen in Table 9.

Programme of assessment

Assessment in the FET band consists of internal (college-based) assessment, together with external (provincial/national/systemic) assessment in Level 2. This assessment is structured as follows:

Table 8: Programme of assessment: weightings for types of assessment for Science of Tourism Level 2 promotion

Formats	Learning Outcomes and Assessment Standards covered	Marks	Percentage
Portfolio assessment tasks	All Learning Outcomes and Assessment Standards	100	25%
Internal exams	All Learning Outcomes and Assessment Standards	300	75%
TOTAL	All Learning Outcomes and Assessment Standards	400	100%

Understanding assessment

Assessment in the Further Education and Training (FET) band (*continued*)

Table 9: Programme of assessment: weightings for assessment tasks for Science of Tourism Level 2

(**Note:** Marks for the assessment tasks, excluding end-of-year exams, may be set at a mark greater than that required, as long as they are converted to the mark ratios indicated.)

Assessment approach	Outcomes and Assessment Standards covered	Formats	Marks	Total	Percentage
Portfolio assessment tasks	All Learning Outcomes and Assessment Standards	Three formal assessment tasks Two controlled tests One mid-year exam	25 + 25 + 20 = 70 2 x 10 = 20 1 x 10 = 10	100	25%
Internal exams	All Learning Outcomes and Assessment Standards	End-of-year exam plus final practical	200 + 100	300	75%
TOTAL	All Learning Outcomes and Assessment Standards	Seven portfolio items	20 + 10 + 70 + 300	400	100%