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## NWDoE 23 Moderator’s Report for Publishing

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| **REPORT FOR PUBLISHING**  **CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S** | | | |
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| **SUBJECT** | TOURISM | PAPER | 1 |
| **SECTION 1**  **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**   * The paper was received as very difficult. Tourism educators at the marking venue expressed their concern with regard to the difficulty of the paper and the performance of the learners confirms this. * **Only two learners from the total amount of 3072 learners managed to obtain a distinction (160/200).** * Centre averages varied from as low as 21%. Only one centre (8 candidates) had an average above 60%. Please refer to the graph in section 3 that illustrates centre averages. The centre averages confirms that the paper was perceived too difficult. * Although some difficult words in brackets were explained in brackets e.g. question 7.1.3 and the language used was appropriate for grade 12 learners, the way in which the questions were formulated contributed to learners not understanding the question thus enabling them to answer it. * The paper did not keep all learners’ contextual background in mind e.g. 3, 4.1.5, 7.1.1 & 7.1.2 * Time allocation (3 hours) for the completion of the paper was enough as learners finish the question paper. * The question paper covered all the prescribed learning outcomes and assessment standards but a lot of prior knowledge (gr 10 & 11) were also tested. | | | |

**SECTION 2**

**SECTION 2: Comment on candidates’ performance in individual sub questions will be provided below.**

**Comments will be provided for each question on a separate sheet.**

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| **SECTION A: SHORT QUESTIONS**  **QUESTION 1** |
| **Performance on question 1 in general:**Learners performed poorly in this question. The average mark obtained in this question was 23 out of a possible 40.  **(a) General comment on the performance of learners in the specific questions in question 1.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 1.1.1 – 1.1.20**  Learners faired poor to average in this question. Learners were accommodated in the  marking guideline in the acceptance of another alternatives e.g. 1.1.14 A or D  **Question 1.2.1- 1.2.5**  a) Although the question seemed reasonable the learners performed poorly in this question.  b) *The learners had a problem in answering this question. The way in which the question was formulated led to confusion. Learners battled to apply their knowledge to the way in which the questions were formulated.*  **Question 1.5.1 – 15.5**  a) Although the question seemed reasonable the learners performed poorly in this question.  b) *The learners had a problem in answering this question. Learners knowing the answers did not make use of the cross word puzzle to answer the questions e.g 1.5.4 “inenting” and “immuisering” could be correct and from this only the word “inenting” was accepted. . In the Afrikaans marking guideline only “gebottelde” was accepted while “gesuiwerde” also could fit. This alternative was not accepted in the marking guideline resulting in a lot of learners losing valuable marks.* |
| 1. **Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**   Please see above mentioned reasons in italic at each question why the question was poorly answered. |
| 1. **Suggestions for improvement in relation to teaching and learning** |
| **(d) Other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION B: TOURISM AS AN INTERRELATED SYSTEM**  **QUESTION 2** |
| **Performance on question 2 in general:**Learners performed poorly in this question.  **(a) General comment on the performance of learners in the specific questions in question 2.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 2.1**  a) Learners performed poorly in this question. About 30 % (919 candidates) interpreted the cartoon from another perspective. This perspective was not accommodated in the marking guidelines and learners were disadvantaged  *b) The cartoon regarding service delivery (Q 2.1) was confusing. Who the customer and the employee was, was unclear. The marking guideline only catered for the perspective that the person speaking (“Come on! .... all day!”) was the employee but learners also perceived this person as a shift worker/customer on his way to work and the manager of Randy’s Fast food is reading something and not attending to the anxious customer.*  **Question 2.2.1**  a) Learners performed poorly in this question.  *b) Learners gave the synonyms “marketing” for the word promotion, or “improvement” for development. The marking guidelines did not accommodate these options. If the question stated “from the extract” it understandable that no alternatives can be accepted but learners answered in their own language.*   * *The mark allocation on the marking guidelines was very rigid and could be split e.g. develop (√) and promote (√) and not both for 2 marks. The majority of learners gave only one term but lost 2 marks because they did not mention both.*   **Question 2.2.2 (a) & (b)**  a) Learners performed poorly in these questions. The way in which the question was formulated led to confusion. Learners battled to apply their knowledge to the way in which the question was formulated.   * *2.2.2 (i)*  *The marking guidelines only accommodated the first economic objective although the question says “Study the economic objectives” and then “Name one initiative/campaign introduced by the NDT that addresses THIS objective”.*   **Question 2.3**  a) Learners performed very poor in this question  b) *The formulation or wording of this question was confusing. The use of the word “indicators” & “aanwysers” in the afrikaans paper confused learners. Words used in the screened and approved textbooks must be used in setting the paper e.g. criteria, maatstawwe etc. Not having the translation of what “indicators” mean resulted in learners poorly answering this question.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**   * *Please see above mentioned reasons in italic at each question why the question was poorly answered.* |
| **(c) Suggestions for improvement in relation to teaching and learning.**   * 2.2.2 a (i & ii) & 2.2.2 b (i & ii): Teachers must focus more on strategies and acronyms and link the knowledge of learners to the white paper and case studies. |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **QUESTION 3** |
| **Performance on question 3 in general*:*** Although the question was reasonable the learners performed poorly in this question.  **(a) General comment on the performance of learners in the specific questions in question 3.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 3.1 -3.3**  a) Although the question might seem reasonable the English learners performed very poor in this question.  b) *1843 from the 2632 English students did not know what a porter is, does, and his characteristics etc. resulting in not being able to do the whole of question 3 (10 marks). From the answers provided by learners it was obvious that this is not within their contextual background.*  **Question 3.4**  **a)** Although this question might seem reasonable learners performed very poor in this  question.  *b) The marking guideline was very rigid. As the question did not state “from the extract” learners*  *gave other benefits outside the extract e.g. when working in a 5 star hotel there is a staff lounge that*  *provide free meals, medical aid, pension etc. The marking guideline did not accommodate these*  *options.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**  *Please see above mentioned reasons in italic at each question why the question was poorly*  *answered.* |
| **(c) Suggestions for improvement in relation to teaching and learning.**   * In future examiners could explain difficult terminology in brackets which would result in learners performing better because they understand the question. * In future examiners could state “from the extract” which would result in learners performing better because they understand the question. If not, the marking guideline must accommodate more alternatives. * If learners are exposed to tourism products like the hotels (e.g. a field trip) this will enhance they knowledge. |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION C: RESPONSIBLE AND SUSTAINABLE TOURISM**  **QUESTION 4** |
| **Performance on question 4 in general*:*** Although the question was reasonable the learners performed average to poor.in this question.  **(a) General comment on the performance of learners in the specific questions in question 4.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 4.1.1**  a) Learners was able to name the three pillars of sustainable tourism but had trouble with matching the economical pillar with sustainable development.  *b) Alternative terms like money for economical, community for social and earth/ ecological for environment were not accepted in the marking guidelines but these terms are common terms in screened and approved text books.*  **Question 4.1.3**  **a)** Although this question might seem reasonable learners performed very poor in this  question.  *b) The marking guideline was very rigid. As the question only state “one way in which legal hunting*  *can uplift the community” learners responses also incorporated social and environmental benefits.*  *The marking guideline only accommodated economic or financial benefits. E.g. they learn about*  *legal hunting and are empowered. This knowledge can help the community to help preserve the*  *environment and its wildlife for future generations by not poaching or illegal hunting.*  *The option of legal hunting where the meat is given to the community to alleviate poverty and hunger*  *in an attempt to prevent poaching was also not accommodated in the marking guideline. Legal*  *hunting is done in national parks as a form animal control and managing the carrying capacity. The*  *meat is given to the surrounding local communities as an incentive for not poaching and reporting*  *any suspicious activities in the surrounding area. 1843 learners mentioned this perspective resulting*  *in no marks. Please refer to the following websites for confirmation of the above mentioned*  *alternative.*   * *nohunting.wildwalks.com* * *tripadvisor.com* * *krugerpark.co.za*   **Question 4.1.4**  **a)** Although this question might seem reasonable learners performed very poor in this  question.  *b) Learners did not have the necessary knowledge to answer this question.*  **Question 4.1.5**  **a)** Although this question might seem reasonable learners performed very poor in this  question.  *b) 2368 from the students did not know what a black wildebeest is resulting in not being able to answer the question. From the answers provided by learners it was obvious that this is not within their contextual background. A picture/illustration of a black wildebeest could have solved this problem and would possibly enable them to answer the question.*  **Question 4.2.1**  **a)** Although this question might seem reasonable learners performed very poor in this  question.  *b) Learners did not have the necessary knowledge to answer this question. Terminology and organizations tends to be problematic. Only 614 learners answered had an idea what this acronym CITES stands for or what this organization does.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**  *Please see above mentioned reasons in italic at each question why the question was poorly*  *answered.* |
| **(c) Suggestions for improvement in relation to teaching and learning.**   * Teachers should be up to date with information and terminology e.g. CITES, poaching etc. * Teachers should emphasize important concepts like e.g. CITES * Teachers should focus on teaching the three pillars by using different examples and reading pieces where learners identify the pillars and examples from the extracts. * If translating a term for the Afrikaans paper, examiners should give the English term/ jargon used in the industry in brackets to minimize confusion e.g. PHASA and not PJASA as there is no acronym in Afrikaans. |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION C: RESPONSIBLE AND SUSTAINABLE TOURISM**  **QUESTION 5** |
| **Performance on question 5 in general:** Learners performed average in this question.  **(a) General comment on the performance of learners in the specific questions in question 5.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 5.1.5 (a) & (b)**  a) Although this question might seem reasonable learners performed very poor in this  question.  *b) 1536 learners mixed opportunities with strengths, and threats with weaknesses. This resulted in loosing valuable marks. As the question refers to “refer to the advert” learners identified price as a threat as the price is so high and the entrepreneur might not have enough money to develop or for the initial running cost. The marking guideline does not reflect the relevant answer.*  **Question 5.2**  a) Although this question might seem reasonable learners performed poor in this  question.  *b) Picture quality was very poor and there was confusion with regard to what is part and not part of the photograph. The marking guideline was very rigid in allocating only one mark for tradition. Because learners could not clearly identify the hut/house in the picture they mentioned more than one aspect from the tradition alternatives but lost the mark as the guideline allocated only one mark for tradition and one mark for housing.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**  *Please see above mentioned reasons in italic at each question why the question was poorly*  *answered.* |
| **(c) Suggestions for improvement in relation to teaching and learning.**  Teachers should focus on teaching the SWOT analysis by using different examples and reading pieces where learners identify the examples from the extracts. |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION D: TOURISM GEOGRAPHY, ATTRACTIONS AND TRAVEL TRENDS**  **QUESTION 6** |
| **Performance on question 6 in general:** Learners performed poor in this question.  **(a) General comment on the performance of learners in the specific questions in question 6.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 6.1 & 6.1.2**  a) Although this question might seem reasonable learners performed very poor in this  question.  *b) learners confused the IDL with the Greenwich Meridian. Learners did not have the necessary knowledge to answer this question. Only 619 learners could identify this line correctly. Learners identifying the line incorrect could consequently not answer 6.1.2 correctly.*  **Question 6.2.2**  a) Although this question might seem reasonable learners performed poor in this  question  *b) The marking guideline did not accommodate options like e.g. “less crime because there is longer daylight and tourist will be less of a target of crime” and “saves electricity because an increase in tourists means an increase in the consumption of energy. Because there is more daylight, energy will be saved. 1228 learners mentioned these alternatives (positive impacts) and were not credited due to the alternatives not being in the marking guideline.*  **Question 6.3.1**  a) Learners performed poorly in this question.  b) *Determining longitude lines and calculating time zones are still problematic. Only 1004 of the learners could do some of the phases of working out the time e.g. identifying the time zone at the location (New York on -5, Rio on -3, adding/subtracting hours, flying time etc. They also lost marks for not showing calculations.*  *The marking guideline also accommodated only one calculation method and learners using another method where the flying time was deducted first was not credited for this answer is not on the marking guideline and no alternative may be added to the marking guideline. Marking guideline only accepted/accommodate the following:*  Time difference +2 - 3  5 hours √  Time in Rio = 11:00  Time in SA 11:00 (+ √ 5)  = 16:00√  Flying time = 16:00 (-√ 10) hours  06:00 √ the same day/10 June √  **Alternative method: ( a learner using this method was disadvantaged with one mark)**  Time difference +2 - 3  5 hours √  Time in Rio = 11:00  Flying time = 11:00 (- √ 10) hours (here the learner deduct the flying time first)  = **01:00 (no marks could be awarded as the marking guideline did not accommodate this method and no alternative may be added to the marking guideline)**  01:00 (+ √ 5) time difference  = 06:00√ the same day/10 June √  **Question 6.3.3**  a) Learners performed poorly in this question.  b) *Determining longitude lines and calculating time zones are still problematic. Only 1229 of the learners could do some of the phases of working out the time e.g. identifying the time zone at the location (New York on -5, Rio on -3, adding/subtracting hours, flying time etc. They also lost marks for not showing calculations.*  *The marking guideline also accommodated only one calculation method and learners using another method where DST was deducted first was not credited for this answer is not on the marking guideline and no alternative may be added to the marking guideline. Marking guideline only accepted/accommodate the following:*  Time difference 7 hours √  Time in New York 08:00 +√ 7 hours = 15:00√  = 15:00 -√ 1 hour (DST) = 14:00√ 30/06√  **Alternative method: ( a learner using this method was disadvantaged with one mark)**  Time difference 7 hours √  Time in New York 08:00 -√ 1 hour (DST) = **07:00 (no marks could be awarded as the marking guideline did not accommodate this method*****and no alternative may be added to the marking guideline*)**  07:00+√ 7 hours = 14:00√ 30/06√  **Question 6.4.1**  a) Learners performed poorly in this question.  b) *With the way in which the questions 6.4.1 regarding foreign currency were structured, learners were confused in regarding the use of the exchange rate (BSR/BBR). When to multiply or to divide still causes problems.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**  *Please see above mentioned reasons in italic at each question why the question was poorly*  *answered.* |
| **(c) Suggestions for improvement in relation to teaching and learning.**   * Teachers should empowered/workshopped on time zones. * Teachers should recap on work done in previous grades as question 6.4.2 (b) was covered in grade 11. * The marking guideline should be set to accommodate various calculation methods to avoid mistakes like Q 6.3.1and 6.3.3 that can affect their performance negatively. * Teachers should empowered/workshopped on foreign exchange, the use of BSR vs BBR |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION E: CUSTOMER CARE AND COMMUNICATION**  **QUESTION 7** |
| **Performance on question 7 in general:** Learners performed extremely poor in this question.  **(a) General comment on the performance of learners in the specific questions in question 7.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 7.1.1**  a) Although this question might seem reasonable learners performed poorly in this  question.  b) *Instructions was not clear resulting in learners losing marks. An example e.g. A = Nelson Mandela released could have solved this problem and would possibly enable them to answer the question. Learners were aware of these events but could not match it to a year. From the answers provided by the learners it was obvious that this is not within their contextual background.*  **Question 7.1.2**  a) Learners performed poorly in this question.  b) *From the answers provided by the learners it was obvious that this is not within their contextual*  *background.*  **Question 7.1.3**  a) Learners performed poorly in this question.  b) *Only 307 learners had this answer correct. From the answers provided by the learners it was*  *obvious that this is not within their contextual background.*  **Question 7.2.2**  a) Learners performed very poor in this question.  b) *2457 of the learners did not answer according to the marking guideline.* *The question only state*  *“Suggest two ways in which a business tourist can be convinced to spend more money in South*  *Africa”. The marking guideline only accommodate answers from a SAT perspective although the*  *question did not state “Suggest two ways in which a business tourist can be convinced* ***by South***  ***African Tourism*** *to spend more money in South Africa?” Alternatives from other perspectives were*  *not accommodated in the marking guideline e.g. deliver excellent service to the business tourist*  *when he/she is staying in South Africa so that they will come back to SA and will spend more money.*  **Question 7.2.3**  a) Learners performed very poor in this question.  b) *3004 learners could not answer this question. They gave other alternatives than in the marking*  *guideline e.g. marketing research to determine what are the preferences of the people staying in the*  *new or emerging market they are going to target and will SA be able to provide in their needs? Only*  *accepting volume and value as alternatives resulted in learners losing valuable marks.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.**  *Please see above mentioned reasons in italic at each question why the question was poorly*  *answered.* |
| **(c) Suggestions for improvement in relation to teaching and learning.**  Teachers should focus on interpreting graphs. |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION E: CUSTOMER CARE AND COMMUNICATION**  **QUESTION 8** |
| **Performance on question 8 in general:** With exception of question 8.1.1 – 8.1.3 learners performed average in this question. In general a fair question.  **(a) General comment on the performance of learners in the specific questions in question 8.**  **b) *Reasons why the question was poorly answered are indicated in italic*. *Specific***  ***examples, common errors and misconceptions are indicated.***  **Question 8.1.1 & 8.1.2**  a) Although this question might seem reasonable learners performed poorly in this  question.  b) *The majority of the learners mentioned that the strategy is teamwork. Learners also mentioned the phases of teamwork. The way in which the question was asked led to confusion. Learners battled to apply their knowledge to the way in which the question was formulated.* |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.** |
| **(c) Suggestions for improvement in relation to teaching and learning.**  Teachers should focus on using and interpreting cartoons in teaching customer care and  communication. |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

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| **SECTION E: CUSTOMER CARE AND COMMUNICATION**  **QUESTION 9** |
| **Performance on question 9 in general:** Learners had little to no problem in answering this question. |
| **(b) Reasons why the question was poorly answered? Specific examples, common errors and misconceptions are indicated.** |
| **(c) Suggestions for improvement in relation to teaching and learning.** |
| **(d) Describe any other specific observations relating to responses of learners** |
| **(e) Any other comments useful to teachers, subject advisors, teacher development etc.** |

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER**

GENERAL COMMENTS

As tourism educators we are of the opinion that the question paper was too difficult and not balanced

regarding the difficulty levels. The performance of the learners confirms this. The average for the

province is 38.6%. Centre average indicated in the bar graph confirms this.

**DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

Distribution of questions in terms of cognitive levels was as follow:

Knowledge: 20%

Application of knowledge: 40%

Higher cognitive (synthesis, analysis and evaluate): 40%

**COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS (TABLE)**

The paper covered all the LO’s and AS’es. Please refer to the marking guideline for a detailed

analysis.

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| Surname & Name | Designation | Signature | Date |
| Ndlovu, D.N. | Chief Marker |  |  |
| Heymans, Y | Internal Moderator |  |  |