TOURISM

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement

Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

TOURISM

Department of Basic Education

222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

© 2011 Department of Basic Education

ISBN: 978-1-4315-0575-3

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR TOURISM GRADES 10-12 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African Curriculum 4

1.4 Time allocation 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10-12 7

SECTION 2 8

2.1 The subject Tourism 8

2.2 Specific aims of Tourism 8

2.3 Time allocation for the subject Tourism in the curriculum 9

2.4 Requirements to offer the subject Tourism 9

2.4.1 What each learner should have 9

2.4.2 Recommendations for the teacher 9

2.4.3 Recommendations for the Tourism classroom 9

SECTION 3 10

3.1 Overview of topics 10

3.2 Teaching plans 12

SECTION 4 38

4.1 Assessment in Tourism 38

4.2 Informal assessment 38

4.3 Formal assessment 38

4.4 Types of assessment 39

4.4.1 Projects and field trip assignments 39

4.4.2 Tests 40

4.4.3 Examinations 41

4.4.4 Practical assessment task (PAT) 41

4.5 Recording and reporting 41

4.6 Promotion 42

4.7 Moderation of assessment 42

SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR TOURISM GRADES 10-12

1.1 Background

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

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

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

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

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

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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

SECTION 2

2.1 The subject Tourism

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

The table below indicates the main topics in the Tourism curriculum:

1	Tourism sectors
2	Map work and tour planning
3	Tourism attractions
4	Sustainable and responsible tourism
5	Domestic, regional and international tourism (*in and out of South Africa*)
6	Culture and heritage tourism
7	Foreign exchange
8	Communication and customer care
9	Marketing

2.2 Specific aims of Tourism

In the subject Tourism learners will study

- different types of tourists and the purpose of their travelling;
- the different tourism sectors, with special reference to transport, hospitality, travel organising and support services, and the attraction sector;
- map work;
- foreign exchange concepts and the buying power of different foreign currencies;
- the influence of world time zones on travel;
- South Africa and the SADC countries as tourism destinations;
- world famous icons and World Heritage Sites;
- sustainable and responsible tourism;
- marketing of tourism products;
- technology in tourism;
- customer care and the value of service excellence; and
- tour planning.

2.3 Time allocation for the subject Tourism in the curriculum

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

2.4 Requirements to offer the subject Tourism

2.4.1 What each learner should have

- a textbook
- Grade 10: a good quality colour road map of South Africa, indicating cities, towns, airports, harbours, etc. A map of the local area or city is recommended.
- Grade 11: a good quality colour map of the SADC countries, indicating cities, towns, airports, harbours, etc.
- Grade 12: a political map of the world and a time zone map with the major cities of the world
- access to the White Paper on the Promotion and Development of Tourism in South Africa (1996) and the latest version of the Tourism Growth Strategy,
- access to a variety of tourism magazines, brochures, tourist maps and advertising booklets such as hotel brochures, booklets and maps of South Africa's National Parks (SANParks)

It is recommended that the school subscribe to at least one tourism industry magazine and /or travel magazine, to keep the teacher informed about new developments and the latest trends in the tourism industry. These resources must be available in the classroom and not in the library. These magazines can also be accessed and read on the internet.

2.4.2 Recommendations for the teacher

The teacher should have access to e-mail facilities and the internet. Because tourism is a dynamic industry with changing trends and developments, it is essential for the teacher to source, download and print relevant and new information, such as flight schedules, car-hire packages, tour packages, etc.

2.4.3 Recommendations for the Tourism classroom

A school should have a permanent classroom for tourism, not shared with other teachers.

It is recommended that the Tourism classroom

- has a magazine or brochure stand, shelving or similar facilities for storage or displays;
- has a political globe of the world to facilitate teaching of topics such as time zones and tourist attractions; and
- be equipped with audio-visual equipment such as a laptop, data projector and DVD player to view subject-related DVDs.

The Tourism classroom should be secure, with doors that can be locked, and burglar-proofing where possible. Enough cupboards should be available for safe storage of resources.

SECTION 3

3.1 Overview of topics

For detailed information, refer to the annual teaching plans.

Topic	Grade 10	Grade 11	Grade 12
Tourism sectors	Introduction to Tourism • Types of tourists and tourist profiles • The different modes of transport • Accommodation establishments: facilities and services offered by each type; the South African grading system • Food and beverage establishments • The attraction sector • Structure of the South African tourism industry	Transport services in South Africa • Airports, airlines and airport operations; technology at airports to facilitate travel • Tourism bus industry • Tourism train industry • Luxury cruise liner industry • Car rental Job and career opportunities in the tourism industry • Requirements and inherent qualities needed to work in the tourism industry • Entrepreneurial opportunities	• Professional image of staff in the tourism industry • Conditions of employment • Contract of employment • Purpose and value of a code of conduct
Map work and tour planning	• Map terminology and symbols • Types of maps • Location of South Africa's borders, provinces, etc. on a colour map. • Location of South Africa and the SADC countries, continents, oceans, island groups and tourism regions on a colour map of the world • Distance indicators and distance tables	Tour itinerary • Concepts: itinerary, logical tour planning, scheduled tours • Factors to consider when planning an itinerary • Different types of itineraries • Writing an itinerary	• Location of world-famous icons on a colour map of the world • Tour plans and route planning • Compiling a day-by-day itinerary • Compiling a tour budget • Health and safety • Travel documentation • World time zones
Tourism attractions	• Tourist attractions in the provinces of South Africa • South African National Parks (SANParks) • South African fauna and flora	Main tourist attractions in the SADC countries	• World-famous icons and attractions • Factors contributing to the success of a tourist attraction
Sustainable and responsible tourism	• Sustainable tourism concepts • Three pillars of sustainable tourism (planet, people, profit) • Responsible tourism concepts • Good environmental practices • Global warming and the tourism industry		• Three pillars of sustainable tourism • Responsible tourists • Codes of conduct for tourist behaviour • Demand for responsible tourism. • Role players in responsible and sustainable tourism

Topic	Grade 10	Grade 11	Grade 12
Domestic, regional and international tourism	Domestic tourism • Concepts • Benefits for South Africa • Domestic tourism statistics • Payment methods and technology for payment in South Africa	The Domestic Tourism Growth Strategy • The seven domestic travel market segments according to the Domestic Tourism Growth Strategy • Regional tourism. The SADC member countries	• Global events and unforeseen occurrences of international significance • Forms of payment when travelling internationally • Foreign market share – statistics regarding inbound international tourism
Culture and heritage tourism	Culture and heritage • Concepts, elements and importance of heritage • Heritage sites	• South African cultural uniqueness • South African heritage bodies	World Heritage Sites • Concepts • The role of UNESCO: logo and main function • Types of World Heritage Sites: natural and cultural • A description of all the World Heritage Sites in South Africa
Foreign exchange		• Foreign exchange and its value to the South African economy • Conversion of currencies	• Foreign exchange • The concepts strong and weak rand • Currency conversions • Differentiation between bank selling rate (BSR) and bank buying rate (BBR) • The effect of exchange rates on international tourism • Exchange rates fluctuations
Communication and customer care	• Communication (verbal and written) • Communication technology (equipment) • Service excellence: concepts, importance, advantages, consequences and recommendations	• Global distribution systems • Customer care for foreign tourists • Customer complaints • Managing quality service	• Methods to obtain customer feedback and measure customer satisfaction • Reasons why service differs from one organisation to another • Measuring customer satisfaction • Impact of the service delivered by an organisation on its business profitability
Marketing	• Marketing of tourism products, services and sites • Factors to consider during the marketing process	• Promotional/advertising techniques • Marketing budget	• Marketing South Africa as a tourism destination

3.2 Teaching plans

- Each week/five-day cycle has a compulsory time allocation of four hours for the subject Tourism. The volume of the content in a particular week is an approximate indication of how long it would take to teach this content, and includes other class activities such as informal and formal assessment, working on a project and the practical assessment task (PAT).

- Teaching plans are developed to be completed over a period of four terms consisting of ten weeks each. Teachers should align their work schedules to the number of weeks in each term according to the school calendar of the specific year

- The teaching plan indicates the framework of the content for the four hours of each week/five-day cycle, and includes *informal a*ssessment and *formal* assessment (SBA). The **sequence in which the content is taught within the term is not compulsory** and can be taught in any appropriate sequence.

- **It is compulsory to teach the content in the term indicated.**

- The following must be incorporated throughout the teaching of Tourism, whether it is indicated in the annual teaching plan or not:

    - Awareness of career opportunities

    - Awareness of service excellence

    - Awareness of South Africa as a tourist destination

Grade 10 Term 1 **Four hours per week, including** • informal assessment such as written work, marking of homework, class tests, case studies; and • formal assessment, such the project and the test.	Formal assessment term 1: Test 75% Project OR Field trip assignment 25%

	Topic	Content
1	**Tourism sectors**	**Introduction to tourism:** • What is tourism? The difference between inbound and outbound tourism • Concepts: domestic tourism, regional tourism and international tourism • What is a tourist? • Why do people travel? (reasons) • Their needs, preferences and expectations
2	**Tourism sectors**	**Types of tourists and tourist profiles:** • Focus on the following types of tourists: visiting friends and relatives (VFR); leisure; adventure; business; shopping; health; eco; cultural; religion; sport and recreation; education; special interest tourists (SIT); incentive; backpacking/youth travel; gap year • Drawing up a tourist profile
3	**Tourism sectors**	**The different modes of transport:** The modes with relevant examples as below: - Road: car, bus, coach, shuttle bus, metered taxi, minibus taxis, motor cycles - Air: aeroplanes, helicopters, microlights - Rail: trains, trams - Water: luxury cruise liners, chartered boats, yachts - Extraordinary modes of transport: camels, donkey carts, hot air balloons, bicycles • Compare the modes of transport (road, air, rail, water) in terms of comfort, cost, safety, carrying capacity, speed, reliability • Advantages and disadvantages of the different modes of transport
4	**Tourism sectors**	**Different types of accommodation establishments:** The facilities and services offered by each type • Formal service accommodation: hotels, lodges and game lodges • Guest accommodation: country houses, guest houses, bed-and-breakfasts (B&Bs) • Self-catering accommodation: chalets, houses, cottages, apartments • Caravan and camping establishments • Backpacker accommodation and hostels ***Facilities:*** *what the* ***tourist*** *can make use of, such as a swimming pool, gymnasium, gift shop* ***Services:*** *what the* ***establishment*** *can offer the tourist, such as laundry service, guided walks, shuttle service, 24-hour security* **The South African grading system for accommodation establishments:** • Overview of the star grading system in South Africa *(exact requirements for each type of establishment is not required)* • The role of the Tourism Grading Council of South Africa (TGCSA) • Benefits/advantages of grading for the tourists and the accommodation establishments • Procedure to follow to be graded • Logos that may be displayed upon grading

5	**Tourism sectors**	**Concepts and terminology used in accommodation establishments:** • Concepts: double room, twin room, family room, suite, penthouse, per person, per person sharing, en suite, fully inclusive, single supplement, continental breakfast, English breakfast, buffet, a la carte, room service • Abbreviations – pp, pps, pppn, pppd **In-room technology:** • **Technology for entertainment:** movies/videos/DVDs on demand, internet, games, music, paid satellite TV channels • **Technology for information**: interactive TV for information on hotel facilities, menus, nearby attractions, weather forecasts, view messages, view hotel bill, wake-up calls • **Technology for safety**: electronic safe, electronic door locks, electronic key cards • **Technology for comfort:** occupancy sensors to control and pre-set lighting and room temperature, mini-bar with electronic sensors to monitor consumption, heated towel rails, bathroom extractor fans, remote-controlled TV/DSTV/air conditioners/curtains • **Technology for work:** interactive TV for accessing internet and e-mail, international multi-power point/plug, HSIA (high-speed internet access), hotspot internet access and Wi-Fi, telephone • **Technology for environmental responsibility:** electricity activation using electronic key card, digital temperature-controlled showers, energy-efficient night lights in bathroom, occupancy sensors to turn off lights
6	**Tourism sectors**	**Food and beverage establishments:** • Concepts: full-service restaurants (fine-dining restaurants and family restaurants serving food and alcohol), coffee shops, fast-food/quick-service establishments, pubs/bars, dessert/ice-cream stores, taverns/shebeens, street stalls and street markets
7	**Tourism sectors**	**The attraction sector:** • **Concepts:** attractions, attraction subsectors such as gaming and lotteries, leisure, conservation, sport and recreation, events and conferences • Types of tourist attractions (concepts: man-made and natural) • Primary and secondary tourist attractions. (Example: The primary attraction was the Fifa World Cup, but secondary attractions were visits to game parks, museums, etc.) • Activities offered at tourist attractions. (Example: The Drakensberg is a natural attraction, but the activities for the tourist are hiking, bird-watching, etc.) • Linking the type of attraction to the appeal it would have for particular types of tourists

8	**Tourism sectors**	**The structure of the South African tourism industry:** (basic knowledge) Tourism is a partnership between the public sector, private sector and the communities living in the areas where tourism takes place. **The public sector (government**): The public sector includes the government at national, provincial, district and local levels. • National Department of Tourism (NDT) - Provincial tourism departments - Provincial tourism authorities - Regional destination marketing organisations (DMOs) - District municipalities/Metro/Municipal (DMOs) - Local tourism organisations (LTOs) • Other government departments: - Department of Home Affairs (for passport applications) - International Relations and Cooperation (visa applications and emergency assistance in foreign countries at consulates and embassies) - Statistics SA (for statistical information) - Department of Trade and Industry, Department of Economic Development (SMME development) - Department of Sports and Recreation (events) - Department of Transport (Passenger Rail Agency of South Africa) • **State-owned enterprises (parastatals)**: SA Airways; SA Express Airways • **Partly state-owned agencies**: Tourism Enterprise Partnership (TEP) • **Public entities** ("agencies"), such as SATourism, SANParks, Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA), National Gambling Board, Airports Company South Africa (ACSA), SA Heritage Resources Agency (SAHRA)
9	**Tourism sectors**	**Private sector** (basic knowledge) • Tourism **product owners** such as tour operators, travel agents, conference organisers, travel publications, travel insurance companies, souvenir shops, restaurants or any other business that makes a profit through tourism • **Local communities**: share in job creation, development, better roads and schools • South African non-governmental organisations (NGOs), community-based organisations (CBOs), tourism business and professional associations: (The logo, main function and most important service offered by each) - TBCSA: Tourism Business Council of South Africa - TGCSA: Tourism Grading Council of South Africa - FTTSA: Fair Trade in Tourism SA - SATSA: South African Tourism Services Association - FEDHASA: Federated Hospitality Association of South Africa - ASATA: Association of Southern African Travel Agents - SAACI: The Southern African Association for the Conference Industry - SAVRALA: The Southern African Vehicle Renting and Leasing Association - SAYTC: South Africa Youth Travel Confederation • **The international community,** e.g. WTO, WTTC, SADC, WWF

10	**Domestic, regional and international tourism**	**Technology used for payment in South Africa** **Payment methods** Advantages and disadvantages. Identify/select the most appropriate form of payment based on the situation • Internet payments • ATM payments • Cellphone payments • Speed point machines (fixed and portable) • Credit cards (Visa, MasterCard, American Express, Diners Club) • Debit cards (SA Travel Card) • Cheques

Suggestions for project in term 1

Choose one of the following themes:

- Choose two types of tourists, draw up their profiles and link their needs and preferences to accommodation, food and beverage establishments in your town, city or nearby city
- Food and beverage establishments in the capital city of my province: focus on types of food outlets, facilities and services offered.
- Accommodation establishments in the capital city of my province: focus on types of accommodation, grading status, facilities and services offered.
- In-room technology used in accommodation establishments
- Field trip assignment. Choose an attraction or establishment linked to the Grade 10 curriculum.

Grade 10 Term 2	Formal assessment term 2:
Four hours per week, including • informal assessment such as written work, marking of homework, class tests, case studies; • formal assessment: test; and • work on the PAT.	Test 25% Midyear examination 75% PAT term 2: Hand in first phase.

	Topic	Content
1	**Map work and tour planning**	**Map terminology and map symbols** • Concepts such as scale, direction, distance indicators, legends, map grid references, equator, hemispheres, north pole, south pole, latitude, longitude, time zones, Universal Time Coordinate (UTC), International Date Line (IDL) *Resources: Different types of colour maps, as needed for all sections on map work and tour planning*
2	**Map work and tour planning**	**Different types of maps in a tourism context** Give an example and explanation of the type of map and its uses and value in tourism. • A variety of maps used in tourism context: road and street maps, political maps, physical maps, specialist maps (reflecting climate, airports, railways, etc.), tourist information maps (National Parks, World Heritage Sites, tourist attractions in specific areas, hiking trails, meanders) • Electronic maps: global positioning systems (GPS), Google street maps, Google Earth and other ICT resources: Computers or smart phones can be used to access examples of electronic maps.
3	**Map work and tour planning**	**Location of the following on a colour map of South Africa:** • South Africa's borders, provinces, capital cities, international airports, harbours, national highways, gateways, major mountains, rivers and dams
4	**Map work and tour planning**	**Location of the following on a colour map of the world:** • South Africa and the SADC countries • Seven continents: Asia, Africa, Europe, North America, South America, Australia, Antarctica • Three oceans: Indian; Atlantic, Pacific • Island groups: Mediterranean, Caribbean, Indian Ocean • Tourism regions: - Far East, Middle East, South East Asia and Pacific - Russia - United Kingdom - Western Europe, Eastern Europe, Central Europe, Northern Europe (Scandinavian and Nordic countries) - Americas: South America (Brazil, Argentina, Honduras, Chile), North America (Mexico, USA, Canada, Alaska) - Australasia: Australia, New Zealand, the island of New Guinea, neighbouring islands in the Pacific Ocean
5	**Map work and tour planning**	**Distance indicators and distance tables:** • Distance indicators on maps to determine travel distances • Distance tables to determine distances between - the towns/cities in your province; and - South Africa's major cities. • Link between the distance and the time spent travelling. (Drive approximately 100 km in one hour.)

6	**Domestic, regional and international tourism**	**Domestic tourism:** • The concept *domestic tourism* • Benefits of domestic tourism for South Africa (focus on the economy, people and environment) • The *Sho't Left* campaign to promote domestic tourism in South Africa *Resources: www.southafrica.net/shotleft or SA Tourism call centre: 083 123 6789*
7	**Domestic, regional and international tourism**	**Domestic tourism statistics:** • Concepts: statistics, intra-provincial travel versus inter-provincial travel • Interpretation of statistics such as purpose of trips, most visited provinces, length of stay in each province, average expenditure per tourist, seasonality, activities undertaken *Resources: www.southafrica.net or www.statssa.gov.za*
8-10		Midyear examinations

Grade 10 term 3	Assessment term 3
Four hours per week, including • informal assessment such as written work, marking of homework, class tests; • formal assessment: test and open-book test; and • work on the PAT.	Test/open-book test 25% Test 75% PAT term 3: Hand in phase 2

	Topic	Content
1	**Tourist attractions**	**Tourist attractions in South Africa: (*World heritage sites)** South Africa's tourist information relating to climate, rainfall, capital cities, main languages, airports and harbours in tourism context Tourists attractions in the provinces of South Africa under the following headings: Location (proximity to the nearest city or town), short description (main focus of this attraction and a few points of interest) **Eastern Cape attractions**: Addo Elephant National Park, National Arts Festival Grahamstown, Great Fish River (canoeing), the world's highest bungee jumping at Bloukrans **Free State attractions**: Vredefort Dome*, Golden Gate Highland National Park **Gauteng attractions**: Cradle of Humankind*, Apartheid Museum, Gold Reef City, Soweto (heritage)
2	**Tourist attractions**	**KZN attractions**: iSimangaliso (Greater St Lucia) Wetland Park*, Ukahlamba-Drakensberg Park*, Durban Beachfront (The Golden Mile/Marine Parade), uShaka Marine World, Comrades Marathon, sardine run **Limpopo attractions:** Mapungubwe Cultural Landscape*, Kruger National Park, African Ivory Route
3	**Tourist attractions**	**Mpumalanga attractions**: the Panorama Route (Pilgrim's Rest, Blyde River Canyon, God's Window, Bourke's Luck Potholes) **Northern Cape attractions**: Kimberley Big Hole and Mine Museum, Roaring sand of Witsand Nature Reserve, Namaqualand floral beauty, South African Large Telescope (SALT) in Sutherland **North West attractions**: Sun City and Lost City, Lesedi cultural village, Pilanesberg Game Reserve, Aardklop Arts Festival
4	**Tourist attractions**	**Western Cape attractions**: Table Mountain, Victoria and Alfred (V&A) Waterfront, Robben Island*, Garden Route, wine routes, Cango Caves and ostrich farms, Cape Argus Cycle Tour, Klein Karoo National Arts Festival
5	**Tourist attractions**	**South African fauna and flora as a tourist attraction:** • Concepts: biodiversity, environment (natural, physical, cultural, manmade), ecosystem, species, fauna and flora, wildlife, habitat, endangered, red data list, extinct, indigenous, alien, threatened, culling, poaching, legal hunting, mass tourism, over-consumption in tourism context **South African National Parks (SANParks):** • What is a national park? Why do tourists visit national Parks? • Kruger National Park (flagship): Concepts: Main rest camps (refer to Skukuza as administrative headquarters and the largest camp), bushveld camps, overnight hides, bush lodges, luxury lodges. Mention main activities offered by the park • The following national parks (Location on a map, main conservation focus of each park): - Addo Elephant, Augrabies, Bontebok, Golden Gate, Garden Route (Tsitsikamma, Knysna, Wilderness), Mountain Zebra, Namaqua, Table Mountain, West Coast. • Transfrontier parks (Location on a map): What is a transfrontier park? - Ai Ais Richtersveld, Kgalagadi, Greater Limpopo. • Transfrontier conservation areas: What is a transfrontier conservation area? Names and countries involved: - Limpopo-Shashe (SA, Zimbabwe and Botswana) Maluti-Drakensberg (Lesotho and SA).

6	**Tourist attractions**	**Luxury private game reserves**: What is a luxury private game reserve? Type of tourist who will visit this type of attraction, exclusive services and experiences a tourist can expect • Exclusive services and experiences offered by the following: Shamwari, Madikwe, Phinda, Sabi Sabi **National botanical gardens**: what is a botanical garden? Why do tourists visit botanical gardens? • Kirstenbosch Botanical Gardens: facilities and activities (flagship). • All other national botanical gardens (only names and location on a map)
7	**Sustainable and responsible tourism**	**Sustainable tourism:** • Concept: sustainability, sustainable practices in tourism businesses • The need for sustainable practices in tourism businesses • The three pillars of sustainable tourism (planet, people, profit) - Environmental: impact of tourism businesses on the natural environment - Social: impact of tourism businesses on local communities - Economic: impact of tourism businesses on local communities *Resources: case studies of sustainable practices in tourism businesses www.tourism.gov.za*
8	**Sustainable and responsible tourism**	**Responsible tourism:** • The concept: responsible tourist behaviour towards the environment • Negative impact of tourism on environment and host community • Rules for tourist behaviour in the natural environment • Good environmental practices such as litter control, conservation of energy, water and other scarce resources • The benefits of good environmental practices for the tourism industry *Resources: case studies of positive or negative tourist behaviour towards the natural environment*
9	**Sustainable and responsible tourism**	**Global warming and the tourism industry:** • The concept: global warming, carbon footprint • Causes of global warming (rise in the temperature of the earth) • Consequences of climate change on the tourism industry • How accommodation establishments can minimise their carbon footprint through sustainable and responsible tourism practices • How tourists can minimise their carbon footprint *Resources: www.tourism.gov.za*
10	**Marketing**	**Marketing of tourism products, services and sites:** • Concepts: marketing, market research, target markets, market share, competitive edge, core and niche markets • The purpose of marketing tourism products and services • Market research: - The process of market research: consider factors such as the potential customer, broader target market, competition, distribution of products, financing, marketing mix (the five “Ps” of marketing mix: product, promotion, price, place, people) - Resources required for market research (budget for outsourcing to dedicated research specialists, cooperative research groups, individual research) - Managing market research (set time frames, target dates, implementation dates)

Grade 10 term 4		
Four hours per week, including • informal assessment, such as written work, marking of homework, class tests, case studies; and • review and reinforcement activities.		
	Topic	**Content**
1	**Culture and heritage**	**Culture and heritage:** Concepts: culture, heritage, cultural diversity • Elements of culture, such as architecture, interiors, arts and crafts, cuisine, music and dance • The importance and value of conserving heritage for future generations
2	**Culture and heritage**	**Heritage sites in South Africa:** • Cultural heritage sites, such as monuments, museums, historical buildings, graveyards, paleontological objects • Natural heritage sites, such as mountains, waterfalls, caves • The difference between local, provincial and national heritage sites • Examples of heritage sites in own province • The heritage plaque which identifies sites declared national heritage sites *Resources: local tourism information centres.*
3	**Communication and customer care**	**Communication technology:** • The various types of equipment and technology used to communicate in a tourism business environment: landline telephones, cellphones, fax machines, photocopying machines, printers and computers (including email, videoconferencing and teleconferencing) • Functions, advantages and disadvantages of each
4	**Communication and customer care**	**Communication:** verbal and written • **Written communication** used in the tourism industry, including e-mail and email netiquette, websites, SMS messaging, social networks such as Facebook and Twitter for marketing purposes, faxes, memos, surveys, questionnaires • **Verbal communication** used in the tourism industry; business communication etiquette in different situations in the tourism industry; face-to-face and telephonic; landlines and cellphones • Tourism road and information signs as a way of communication in the tourism industry
5	**Communication and customer care**	**Service excellence:** • Concepts: service, service excellence • The importance and value for a tourism business to provide quality service • The advantages of excellent service delivery - for a business - for a tourist • The consequences of poor service delivery • Recommendations for improvement of poor service delivery *Resources: case studies relating to service delivery*
6-7		Review and reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
8-10	**End-of--year examinations**	

SBA 25%	PAT 25%	EXAMINATION 50%
Term 1 100 Term 2 100 Term 3 100	Practical assessment task 1 50 Practical assessment task 2 50	Written examination 200
300 convert to 100	100	200
Total mark: 100 + 100 + 200 = 400 ÷ 4 = **100**		

Grade 11 Term 1	Formal assessment term 1:	
Four hours per week, including • informal assessment, such as written work, marking of homework, class tests, case studies; and • formal assessment, such as guidance on the project and writing the test.	Test Project OR Field trip assignment	75% 25%

	Topic	Content
1	**Tourism sectors**	**Transport services in South Africa:** **Airports, airlines and airport operations:** • Concepts: gateway, inbound, outbound, domestic flights, regional flights, inter-continental flights, transcontinental flights, transatlantic flights, connecting flights, long-haul flights, medium-haul flights, short-haul flights, chartered flights, international airports, national airports, privately owned airports and private landing strips in tourism context
2	**Tourism sectors**	**South Africa's international and national airports:** • Location on a map. • International status of airport (cargo only or passenger and cargo) • Airports operated by Airports Company of South Africa (ACSA) • Airlines operating in South Africa, such as SA's national carrier, budget airlines, international carriers operating in South Africa • Interpretation of airline timetables / schedules
3	**Tourism sectors**	**Airport terminology:** • Airport (landside, terminal, airside), gate, check-in counter, speed check-in kiosks, boarding pass, gate, security control points, boarding, carousel, baggage claim area • Check-in procedures, boarding procedures • Baggage allowances (domestic flights) • Safety procedures before take-off **Aircraft terminology:** • Aisle, galley, cockpit, overhead storage bins, tray tables, cargo hold, entertainment and oxygen masks. **Seating configuration in an aircraft:** • Wide- and narrow body aircrafts. Travel class sections (business class, economy class). Locating your seat in an aircraft. Aisle seats and window seats, emergency exit seats (focus on the type of aircraft used by the airlines operating in South Africa).
4	**Tourism sectors**	**Technology used at airports:** • Technology at airports to facilitate travel, such as baggage wrap equipment, x-ray security scanners, biometric scanners, thermal body scanners, metal detectors, information display boards, touch screen information systems. Include any new developments • The use of PDIs (Personal Digital Assistants / Smartphones) for air travel ("iTravel") (electronic information, e.g. travel documents, tickets, identification, boarding passes). Include any new developments.
5	**Tourism sectors**	**The tourism bus industry:** • Major tourist transporters, different types of buses: minibuses, coaches, megabuses, sleeper coaches, special purpose buses such as open-top buses for sightseeing • Information provided on bus schedules
6	**Tourism sectors**	**The tourism train industry:** • Difference between commuter trains (Metrorail) and tourists trains such as Shosholoza Meyl • Terminology: schedule, coaches, coupé, compartment, lounges, tourist class, economy class, bedding tickets, dining car • Heritage/novelty/scenic tourist trains • Luxury trains such as Blue Train, Rovos Rail, Shongololo Express, Premier Classe *(http://premier-classe.co.za)* • Information provided on train schedules

7	**Tourism sectors**	**The Gautrain:** • Interesting features such as exterior and interior appearance, security, speed • Gautrain technology such as ticketing procedures, electronic boarding procedures, electronic arrival and departure announcements • Routes, parking facilities and bus service linked to the Gautrain • Benefits for the tourism industry Include any new developments
8	**Tourism sectors**	**The luxury cruise liner industry:** • Concepts: port, cruise terminal, state rooms, cabins, suites, decks • Facilities and entertainment on board • Information provided on luxury cruise liner packages *Resources*: www.starlightcruises.co.za
9	**Tourism sectors**	**Car rental:** • Introduction to the car rental industry in South Africa (use major car rental companies in South Africa) • Conditions for renting a vehicle (age, driver's licence, creditworthy, signing of contract) • Different rental packages/options • Insurances: CDW, TLW v/s SCDW, STLW and PAI • Additional costs and charges: tourism levy, fuel deposits and charges, airport surcharges, additional driver charges, contract fee, delivery and collection charges, cross-border fees, optional equipment • Incidental costs: administration fee for accidents, traffic fines
10	**Tourism sectors**	• Payment options and payment methods for car rental • Car rental calculations (for quotations) • Comparative calculations based on various rental options

Suggestions for project in term 1

Choose one of the following themes:

- Air transport in South Africa (in tourism context)
- Technology at airports to facilitate travel (in tourism context)
- The train industry in South Africa (in tourism context)
- The luxury cruise liner industry in South Africa
- The Gautrain and its contribution to the tourism industry in South Africa
- Field trip assignment: Choose an attraction, establishment or destination linked to the Grade 11 curriculum.

Grade 11 Term 2	Formal assessment term 2:
Four hours per week, including	Test 25%
• informal assessment, such as written work, marking of homework, class tests;	Midyear examination 75%
• formal assessment: test; and	PAT term 2:
• work on the PAT.	Hand in first phase of PAT

	Topic	Content
1	**Domestic, regional and international tourism**	**The Domestic Tourism Growth Strategy - DTGS** (latest version) • Concept: growth strategy • Objectives for promoting domestic tourism: sustainable tourism sector growth and development, tourism sector transformation, people empowerment and job creation • Ways to meet objectives such as *increasing expenditure* (more trips, length of stay, average trip expenditure), *reducing seasonality* (year- round travel, more trips outside of school holidays), *improving the geographic spread of tourism* (more trips to less popular provinces), *increasing volumes* (get more South Africans to travel), utilising events to encourage year-round travel, improving safety and reducing crime *Resources: http://www.info.gov.za*
2	**Domestic regional and international tourism**	**The seven domestic travel market segments according to the Domestic Tourism Growth Strategy** • Concepts: segments, segment profiles, established segments, emerging segments, untapped segments • Reasons for segmentation of domestic tourists • The seven segments: young and upcoming, independent young couples and families, striving families, well-off homely couples, home-based low-income couples, older families with basic needs, golden active couples (focus on the profile of the segment and the type of holiday/ travel they prefer) • Segment statistics: size of the segment, when they travel, length of stay, who they travel with, transport they use • Match the segments to the seven products: city breaks, mountain escapes, coastal getaways, bush retreats, countryside meanders, cultural discoveries, event wonders *Resources:www.wowinteractive.co.za*
3 - 4	**Culture and heritage**	**The South African cultural uniqueness:** • The tourism importance of the cultures **in your province** that attract tourists to South Africa, such as folklore, dress and cuisine of different cultural groups, practices such as gumboot dancing (mine culture), township kwaito art, sangomas, traditional medicine and traditional healing, small chiefdoms with traditional leaders, Ndebele art, Zulu dances in traditional attire, rickshaws, San, art festivals • How cultural uniqueness and diversity in South Africa can promote inbound and domestic tourism
5	**Culture and heritage**	**South African heritage bodies:** • South African Heritage Resource Agency (SAHRA): logo and functions • Provincial heritage agencies • Awareness of special heritage permits and protection regulations (structures older than 60 years, archaeological and paleontological sites and materials, meteorites, shipwrecks, burial grounds, graves) *Resources: www.sahra.org.za*

6	**Foreign exchange**	**Foreign exchange and its value to the South African economy:** **Currencies** • Concepts: local currency, foreign currency, foreign exchange, exchange rate, informal fluctuations • Major currencies of the world, their currency codes and symbols: US dollar, Euro, British pound, Japanese yen, Australian dollar, South African rand • Facilities where foreign currency can be exchanged, e.g. foreign exchange bureaus, commercial banks, etc. • How does money spent by inbound international tourists benefit local people? Directly and indirectly - the multiplier effect
7	**Foreign exchange**	• Interpret a currency rate sheet from a foreign exchange bureau. • Convert the major currencies to South African rand. • Convert South African rand into a selected currency to understand currency difference. *(Calculators may be used for calculations – round off to two decimals, e.g. R34, 56.)*
8 –10		**Mid-year examinations**

Grade 11 term 3	Formal assessment term 3
Four hours per week, including • informal assessment such as written work, marking of homework, class tests; • formal assessment: test; and • work on the PAT.	Open-book test / test 25% Test 75% PAT term 3: Hand in PAT phase 2

	Topic	Content
1	**Domestic, regional and international tourism**	**Regional tourism:** • Concepts: regional tourism, South African Development Community (SADC) • The SADC member countries and their location and capital cities on a map (use the latest membership information available) • Gateways: the accessibility of each country from South Africa (by road, air or water) and the major airport, harbour and border post of the country (tourism context) • Role of the Regional Tourism Organisation of Southern Africa (Retosa) • Advantages of regional tourism for South Africa and the SADC member states *Resources: clear, colour road map of South Africa and the SADC countries* *SADC website www.sadc.int for updated information on SADC member countries*
2	**Tourism attractions**	**Main tourist attractions in the SADC countries**: (***World Heritage Sites)** Present in a tourism context Location on a map, reasons why it is considered a top tourist attraction, activities, pictures/photos, relevant tourist information • Angola: Kissama National Park • Botswana: Okavango Delta, Chobe National Park, The Tsodilo Hills* • Democratic Republic of the Congo (DRC): Kahuzi-Biega National Park*, Virunga National Park*, Salonga National Park *
3	**Tourism attractions**	• Lesotho: Maluti Mountains, Basotho pony trails, Katse Dam and Lesotho Highlands Water Project, Sani Pass • Madagascar:Tsingy de Bemaraha Strict Nature Reserve*, Royal Hills of Ambohimanga* • Mauritius: Grand Baie, Chamarel Falls and the coloured earths of Chamarel, Tamarin Bay
4	**Tourism attractions**	• Mozambique: Cahora Bassa Dam, Lake Niassa, Bazaruto Archipelago, Island of Mozambique* • Namibia: Fish River Canyon, Etosha National Park, Namib Desert, Skeleton Coast • Malawi: Lake Malawi, Liwonde National Park
5	**Tourism attractions**	• Seychelles: Beaches and leisure activities on the islands • Swaziland: Hlane Royal National Park, Royal Swazi Sun Hotel, Mkhaya Game Reserve • Tanzania: Mount Kilimanjaro*, Serengeti National Park, Stone Town of Zanzibar*, Ngorongoro Conservation Area*
6	**Tourism attractions**	• Zambia: Victoria Falls and Zambezi River, Livingstone, Lake Kariba, Kafue National Park • Zimbabwe: Victoria Falls and Zambezi River, Hwange National Park, Lake Kariba, The Great Zimbabwe Ruins*, Matopo Hills*, Mana Pools National Park*

<table>
<tr>
<td>7</td>
<td>Map work and tour planning</td>
<td>The tour itinerary:
• Concepts: itinerary, logical tour planning, scheduled tours
• Factors to consider when planning an itinerary
• Different types of itineraries
• The writing of an itinerary
• Example:
<table>
<tr><th>Day</th><th>Time*</th><th>Transport</th><th>Accommodation</th><th>Attractions</th><th>Activities</th><th>Budget (optional)</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
• *times may be included, but the main focus should be on the logical spread, variety and appropriateness of tourist activities</td>
</tr>
<tr>
<td>8</td>
<td>Marketing</td>
<td>Different types of promotional/advertising techniques used in the tourism industry:
• Above-the-line promotional techniques: conventional media tools such as renting space on television, in newspapers, and magazines, on posters and on radio. Printed material such as brochures, flyers, pamphlets, posters, bill boards, meander maps. Electronic advertising such as video walls, audio-visual presentations, digital displays, cellphone advertising, web-based advertising
• Below-the-line promotional techniques: personal selling, sales promotions, in-store discounts, promotional sponsorship, exhibitions, shows and expos
Match the type of promotion/advertising to the potential customer.</td>
</tr>
<tr>
<td>9</td>
<td>Marketing</td>
<td>The marketing budget: costs related to marketing
• market research
• communication costs (printing, telephone, fax, internet)
• Travel costs (local and overseas travel, vehicle and flight costs)
• Personnel costs</td>
</tr>
<tr>
<td>10</td>
<td>Communication and customer care</td>
<td>Global distribution systems: (The names and what they are used for)
• What is a Global Distribution System (GDS)?
• Examples of the major global GDSs, such as Amadeus, Galileo, Worldspan
Central reservation systems:
• What is a Central Reservation System (CRS)?
• Examples used in South Africa: MICROS-Fidelio OPERA</td>
</tr>
</table>

Grade 11 term 4 **Four hours per week, including** • informal assessment such as written work, marking of homework, class tests, case studies; and • review and reinforcement activities.		
	Topic	**Content**
1	**Communication and customer care**	**Customer care for foreign tourists:** • Ways in which foreigners should be treated and assisted so that they enjoy their stay in South Africa • The need to respect traditions, customs and behaviour of visitors to South Africa • Ways to communicate effectively with visitors from diverse cultural backgrounds • Ways in which the tourism industry in South Africa will benefit from excellent customer care
2	**Communication and customer care**	**Customer complaints:** • In person/verbal (telephone, cellphone) and written (letters, faxes, SMSs, on website) • The value of customer complaints to a business (complaints as an opportunity for improvement) • The **six steps** for dealing with verbal customer complaints: - Listen carefully to what the customer has to say, and let them finish. - Ask questions in a caring and concerned manner, - Apologise without blaming. - Solve the problem immediately. - Offer the customer something such as an upgrade, a free product, extra discounts, full refunds. - Thank the customer for informing you about the problem. • Constructive criticism, handling of criticism in a mature manner
3	**Communication and customer care**	**Managing quality service:** • Types of strategies used by companies/organisations to achieve and maintain quality service, such as performance management, quality control checks, customer surveys, team and peer reviews, in-service training • How services delivered in one sector impact on services delivered in another sector
4	**Tourism sectors**	**Job and career opportunities in the tourism sectors, subsectors and related services:** • Transport, hospitality (accommodation and food), tourism attractions (gaming and lotteries, leisure, conservation, sport and recreation), events and conferences, tourism services, travel trade sectors
5	**Tourism sectors**	• The requirements and inherent qualities (personal characteristics) to work in a particular sector in the tourism industry. A learner should choose any tourism sector, or a career in any tourism sector, to study according to his/her own interests • Personality type, characteristics and essential skills
6	**Tourism sectors**	**Entrepreneurial opportunities in tourism:** • The concept entrepreneur • Skills needed to be an entrepreneur • Identification of products or services suitable for entrepreneurial opportunities • Opportunities to start your own tourism business
7		Review and reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
8-10		**End-of-year examinations**

SBA 25%	PAT 25%	EXAMINATION 50%
Term 1 100 Term 2 100 Term 3 100	Practical assessment task 1 50 Practical assessment task 2 50	Written examination 200
300 convert to 100	100	200
Total mark: 100 + 100 + 200 = 400 ÷ 4 = **100**		

Grade 12 term 1	Formal assessment term 1
Four hours per week, including • informal assessment such as written work, marking of homework, class tests; and • formal assessment such as guidance on the project and writing the test.	Test 75% Project 25%

	Topic	Content
1	**Domestic, regional and international tourism**	**Global events of international significance:** • Concept: Global event - Sporting events: 2010 FIFA World Cup, Wimbledon, Comrades, Tour de France, Olympic Games. - Other events: G8 Summit, Summits on climate change (t*o be mentioned as examples, do not study the events as such).* • The positive and negative impact of global events on international tourism • The impact of hosting a global event on - domestic tourism in the host country - the economy of the host country • The advantages and disadvantages for the host country (within a tourism context): development in infrastructural services, investment, foreign exchange income, the multiplier effect *Resources: Recent information should be accessed from the media.*
2	**Domestic, regional and international tourism**	**Political situations and unforeseen occurrences of international significance:** • Concepts: political situation and unforeseen occurrence • Examples of recent political situations, such as civil war, terrorism, general unrest • Examples of unforeseen occurrences such as tsunamis, earthquakes and other natural disasters, the global recession, diseases, accidents and economic upsets *(Identify recent examples; do not study the political situations and unforeseen occurrences as such).* • The impact of these situations and occurrences on international tourism and the economy of the affected country *Resources: Recent information should be accessed from the media.*
3	**Map work and tour planning**	**Tour plans and route planning:** • Develop tour plans to suit specific tourists' profiles, available budget and time. • Route planning
4	**Map work and tour planning**	• Choice of transport and accommodation to suit customers' needs and preferences • Choice of tourist attractions and activities to suit tourist profiles *Resources: A colour road map of South Africa and the SADC countries, brochures of accommodation and tourist attractions, internet*
5	**Map work and tour planning**	**Compiling a day-by-day itinerary:** • The main aspects of an itinerary (description of transport, accommodation, attractions and activities, including stops for meals) • Factors to consider when drawing up an itinerary (focus on logical planning) • Drawing up itineraries according to different scenarios Example:

Day	Time*	Transport	Accommo-dation	Attractions	Activities	Budget

(*times *may* be included, but the main focus should be on the logical spread, variety and appropriateness of activities)

6	**Map work and tour planning**	**Compiling a tour budget:** • Factors influencing the development of a budget • Develop a basic tour budget. Indicate expenses for travel, accommodation, meals, visiting tourist attractions, shopping and tips.
7	**Map work and tour planning**	**Health** • Concepts: World Health Organisation (WHO), health certificates, travel clinics, compulsory and recommended vaccinations • Precautions to take when travelling to high-risk destinations *(malaria, bilharzia, cholera areas).* Vaccinations required for entering/leaving areas of high risk, such as yellow fever, hepatitis • TB and HIV/Aids risks for inbound tourists • Recommended health precautions for tourists visiting health risk areas, such as bottled water, sun block, preventative medicine **Safety** • Reasons why the safety of tourists in South Africa is important • General safety precautions for tourists: in car, in public areas / street, in hotel room, at the airport, after dark
8	**Map work and tour planning**	**Travel documentation:** • Travel documents required when visiting a given country, valid passport, visa and health certificate (cholera and yellow fever). Requirements for tourists travelling between countries • How to obtain an international driver's license • Passport: requirements for obtaining a passport, completion of an application form • Visa: requirements for obtaining a visa, completion of a application form • Concepts: duty free goods, prohibited goods, green channel, red channel, to declare, travel allowances • Customs regulations when departing from or arriving in South Africa. Access to and interpreting of customs information. • *Resources: The GSA Travel Agents' Sales Guide, the internet*
9	**Map work and tour planning**	**World time zones:** • Concepts: Time zone, UTC, Greenwich, hemispheres, equator and seasons, standard time, local time, the international date line, the 24-hour clock (00:00– 23:59), latitude, longitude • Introduction to a world time zone map • Concept: Daylight saving time (DST). Reasons for this practice • The impact of time zones and daylight saving on travel planning and travelling
10	**Map work and tour planning**	**Calculations of world times when travelling between countries**: • Calculations to determine arrival time and departure time with and without DST and flying time *(a time zone map must be provided. Learners are not required to know which countries apply DST)* • Concepts: jet lag and jet fatigue. Symptoms of jet lag. How to minimise and ease the effects of jet lag

Suggestions for project in term 1

Choose one of the following themes:

- Choose a current global event, political situation or any unforeseen occurrence and discuss tourism-related issues such as the influence on tourism, the economy of that country, etc.
- Compile a complete visa application package for a SA school leaver who wants to visit London for a three-month holiday.
- Conduct a customer satisfaction survey for a tourism-related business in your town. Design the survey questionnaire. Analyse the findings and write a report for the owner of the business.
- Design a PowerPoint presentation to show in class on world time zones.
- Field trip assignment. Choose an attraction, establishment or destination linked to Grade 12 curriculum.

Grade 12 term 2	Formal assessment term 2:
Four hours per week, including • informal assessment such as written work, marking of homework, class tests; • formal assessment: test; and • work on the PAT.	Test 25% Midyear examination 75% PAT term 2: Hand in phase 1.

	Topic	Content
1	**Tourist attractions**	**Famous world icons and attractions: (*World heritage Sites)** • The difference between a tourist attraction and an icon • Reasons why specific tourism attractions and/or physical features are regarded as icons. The economic significance of icons for a country/area • Profile and statistics of tourists visiting these icons **Study the icons listed below under the following headings**: location on a world map (country, city/town/area), reason/s why is it an icon, brief description of the icon, picture of the icon • Australia: Sydney Opera House*, Ayers Rock/Uluru-Kata Tjuta National Park* • Brazil: The Statue of Christ the Redeemer or Corcovado (Rio de Janeiro) • Canada: Niagara Falls • Italy: *Colosseum (Rome), Leaning Tower of Pisa (Piazza del uomo)*, Venice*, Vatican City
2	**Tourist attractions**	• Egypt: *The great pyramids of Giza, the Sphinx • Germany: Berlin Wall, Black Forest • China: The Great Wall of China* • Israel: The Dome of the Rock, the Wailing Wall • Greece: The Parthenon (Athens) • India: The Taj Mahal* (Agra) • Turkey: Blue Mosque (Istanbul)
3	**Tourist attractions**	• France: The Eiffel Tower, the French Riviera • Japan: Mount Fuji • Mexico : Chichen Itza (Yucatan)* • Jordan: Petra* • Nepal: Mount Everest • Saudi Arabia: Mecca • Switzerland: The Swiss Alps (Jungfrau-Aletsch)* • Netherlands: Windmills • Peru: Machu Picchu* (Cuzcu) • Poland: Auschwitz*
4	**Tourist attractions**	• Portugal: The Algarve • Spain: Alcázar of Segovia, bullfights • Thailand: Floating markets • Russia: The Kremlin*, the Red Square* (Moscow) • United Kingdom: *Big Ben (Palace of Westminster*), Buckingham Palace, Tower of London*, London Bridge • United States of America: The Statue of Liberty* (New York), the Grand Canyon* (Arizona)

5	**Tourist attractions**	**Factors contributing to the success of a tourist attraction:** • Excellent marketing of tourism products locally and/or internationally, sustainable and responsible management plans, efficiency and ethical behaviour of staff and management, positive experience of visitors, safety and crime prevention, general appearance and upkeep of the attraction, considering the needs of people with disabilities, universal access • Characteristics of a successful tourist attraction: actual number of visitors exceeds the target number of visitors, repeat visits; income generated exceeds target figures; positive impact on local community and environment
6	**Foreign exchange**	**Foreign exchange** • The term "gross domestic product" (GDP) and its benefits to the South African economy • The multiplier effect and link to the GDP • The concept "strong" and "weak" rand • The relative strength and relative weakness of a currency at specific times • Interpret a currency rate sheet • Convert the major currencies to South African rand and convert South African Rand into selected currencies to understand the buying power of different currencies. *(Use only exchange rates expressed as 1unit of foreign currency = value in rand, i.e. 1USD = R 7, 60. Calculators may be used for calculations – rounded off to two decimals, e.g. R34, 56.)*
7	**Foreign exchange**	• Differentiate between bank selling rate (BSR) and bank buying rate (BBR) • The effect of exchange rates on international tourism, affecting both inbound and outbound tourists, and how these influence travel patterns of South Africans travelling to developing countries as well as to developed countries • Fluctuations in exchange rates
8 – 10		**MIDYEAR EXAMINATIONS**

Grade 12 term 3	Formal assessment term 3
Four hours per week, including • informal assessment such as written work, marking of homework, class tests; • formal assessment: open book test; and • work on the PAT.	Test/open-book test 25% Trial examination 75% PAT term 3: Hand in phase 2.

	Topic	Content
1	**Domestic, regional and international tourism**	**Forms of payment when travelling internationally:** Concepts • Electronic fund transfers (EFT) • Telegraphic transfers (SWIFT transfers) • Bank drafts • Internet payments • Foreign bank notes (cash) • Credit cards (Visa, MasterCard, American Express, Diners Club) • Traveller's cheques • Preloaded foreign currency debit cards such as *Cash Passport card* /*Travel Wallet/International Travel Card* Advantages and disadvantages of each form of payment
2	**Domestic, regional and international tourism**	**Foreign market share – statistics regarding inbound international tourism:** Interpretation of statistics with reference to: • **foreign arrivals** to South Africa (land and air travel markets) and how the arrival statistics can determine foreign market share; • **most visited provinces** in South Africa; • **length of stay** in each province; • average **expenditure** per tourist; and • **activities** undertaken whilst in South Africa. *Resources: Internet, StatsSA, South African Tourism (annual tourism reports), travel journals and magazines, provincial tourism authorities*
3	**Marketing**	**Marketing South Africa as a tourism destination:** • The importance of marketing South Africa internationally - increase in annual volume of foreign arrivals to SA - increase in international awareness of South Africa as a travel destination • The core business of SATourism: - Marketing South Africa internationally as a tourism destination of choice - Maintaining and enhancing the standard of facilities and services for tourists - Coordinating the marketing activities of role players in the industry • Opportunities for marketing SA internationally: ITB (Berlin); World Travel Market (London) • Funding for SA Tourism's international marketing initiatives: the role of Tourism Marketing Levy South Africa (TOMSA) • The concept: branding – South Africa's brand logo • Introduction to the Tourism Indaba travel trade show, and the Getaway show as opportunities to promote South Africa and the southern African region to the world *Resources: Internet, Stats SA, South African Tourism, travel journals and magazines, in-flight magazines*

4	**Sustainable and responsible tourism**	**The three pillars of sustainable tourism** (people, profit, planet) • Concept and background of the triple bottom line approach • **Environment (planet):** Good environmental practices, such as resource management (energy and water), waste management (reduce, re-use, recycle), litter control, pollution control, environmentally friendly building, promotion of indigenous flora and control of alien invasive plants in grounds and gardens • **Economy (profit):** The role of business. The responsible attitude of a tourism business towards the people and environment it affects. Ways to practise it: ownership, employment, procurement of local goods and services, etc • **Social (people):** Considering the positive and negative effects of tourism on local communities, culture and heritage. Corporate social investment (CSI) in tourism, such as financial or non-financial support given by tourism companies to health/sport/education/youth projects
5	**Sustainable and responsible tourism**	**Responsible tourism and tourists** • Codes of conduct for tourist behaviour (social, economic and environmental) • How can a tourism destination attract environmentally (people, planet, profit) conscious tourists? • The contribution of FTTSA towards encouraging responsible and sustainable practices • Make use of case studies of companies that practise the triple bottom-line approach *Resources: examples of company initiatives from the internet and printed media. Sources of information on responsible tourism (e.g. Responsible Tourism Handbook, FTTSA website, Gauteng Responsible Tourism Handbook, etc.)*
6	**Culture and heritage**	**World Heritage Sites:** • Concept: World Heritage Site • The role of UNESCO: logo and main function • Types of World Heritage Sites: natural and cultural World Heritage Sites *(refer to sites studied under "attractions" in term 2)* • A description of all the World Heritage Sites in South Africa, their location on a map of South Africa, and how they meet UNESCO criteria use latest information • The value of the World Heritage Sites to South Africa's tourism industry
7	**Communication and customer care**	**Methods to obtain customer feedback and measure customer satisfaction:** • Concept : customer feedback • Purpose of obtaining customer feedback • Methods to obtain customer feedback, such as surveys, questionnaires, feedback cards, follow-up calls, SMS messages on cellphones, web-based responses • How to analyse feedback: Study and capture the feedback data to determine the extent of customer satisfaction. Identify the most common complaints. Decide on an action plan. Start the *intervention process.* • The impact of the service delivered by an organisation on its business profitability
8 – 10		**Trial examinations**

Grade 12 term 4		
Four hours per week, including • informal assessment such as written work, marking of homework, class tests, case studies, revision; and • review and reinforcement activities.		
	Topic	**Content**
1	**Tourism sectors**	**Professional image in the tourism industry:** How the following factors contribute to a professional image in the tourism industry • The image of the company such as the name, logo, slogan, website, stationery, marketing material, product packaging, physical appearance of the business, environmental policies, customer service policies • The image of the staff such as professional appearance, uniforms, dress code (if no uniforms are worn), personal hygiene, grooming, interaction with customers, communication skills
2	**Tourism sectors**	**Conditions of employment:** Basic conditions of employment in **one** chosen field of the tourism industry, such as airlines or hotels or national parks • The contract of employment describing basic conditions of employment, such as working hours, uniform allowances, travel benefits, leave, core duties, fringe benefits, remuneration and deductions, termination of service, professional accountability and responsibility, service ethics *Resources: Refer to the Department of Labour: Basic Conditions of Employment Act (www.labour.gov.za) for working conditions.*
3	**Tourism sectors-**	**The purpose and value of a code of conduct:** • Purpose: spells out expected conduct of staff in the performance of their duties, and guidance for staff members faced with ethical challenges • Value: creates a co-operative, collaborative atmosphere, promotes integrity in the workplace. *Study examples of codes of conduct from a variety of tourism businesses.*
4-7		Review and reinforcement activities in class to assess the learners' grasp of the learning material. Examples of activities may include a class quiz, games, short tests, drawing concept maps, class competitions, working through previous question papers, etc.
8-10		**End-of-year examinations**

SBA 25%	PAT 25%	EXAMINATION 50%
Term 1 100 Term 2 100 Term 3 100	Practical assessment task 1 50 Practical assessment task 2 50	External examination 200
300 convert to 100	100	200
Total mark: 100 + 100 + 200 = 400 ÷ 4 = **100**		

SECTION 4

4.1 Assessment in Tourism

Assessment comprises two different but related activities: informal assessment and formal assessment.

4.2 Informal assessment

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

4.3 Formal assessment

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

Formal assessment Grades 10 and 11			
Term 1	**Term 2**	**Term 3**	**Term 4: Promotion mark**
Test 75% Project 25%	Test 25% Midyear examination 75%	Test 75% Test/open-book test 25%	SBA = Term 1+2+3 = 300÷3 =100 PAT 1 + 2 = 50X2 =100 Examination paper = 200
100	**100**	**100**	**400÷4= 100**

Formal assessment Grade 12						
Term 1		**Term 2**		**Term 3**		**Term 4: Certification mark**
Test Project	75% 25%	Test *Midyear examination	25% 75%	Test *Trial examination	25% 75%	Term 1+2+3 = 300÷3 =100 PAT 1 + 2 = 200÷2 =100 Examination paper =200
	100		**100**		**100**	400÷4=100

*In Grade 12, only one internal examination is compulsory. Schools may therefore

- write both examinations; or
- replace one of the examinations with a test at the end of the term. This test will have the same weighting as the examination, and must cover a substantial amount of work.

4.4 Types of assessment

4.4.1 Projects and field trip assignments

Learners in all grades must do a project **OR** a field trip assignment in term 1.

Projects

Suggested topics are included in the teaching plans of term 1.

A project requires learners to

- do some planning/preparation/investigation/research;
- perform the task/carry out instructions according to criteria given;
- produce a product such as a quotation or booklet; and
- allow for some innovation and creativity, i.e. open-ended to a certain extent.

To set the project, the teacher should

- determine the content/skills/knowledge to be addressed;
- set clear criteria and give good instructions to guide the learner (the learner should know exactly what to do and what is expected);
- keep the scope manageable;
- determine which resources will be required to complete the project (ensure that learners have access to these resources);
- determine the time frame/duration/due date; and
- determine mark distribution and compile an assessment tool.

Field trip assignments

A field trip/site visit assignment requires thorough planning by the teacher and the school.

Pre-visit preparation by the teacher

- The teacher chooses a tourist attraction relevant to the curriculum of the grade.
- The teacher visits the site in advance (if possible) to obtain information.
- The teacher explains relevant concepts to the learners as background knowledge.
- The teacher highlights aspects learners should pay attention to or take notes of during the visit.
- The teacher discusses responsible tourist behaviour during the visit.
- The teacher develops a site visit worksheet.
- The teacher discusses in class what is expected from learners during the visit.
- The teacher explains the post-visit assignment and assessment.
- The teacher sets strict rules for learner behaviour during the visit.

During the visit learners should

- listen attentively to the guide and take notes;
- ask relevant questions; and
- display responsible tourist behaviour.

After the visit: Learners complete assignment.

4.4.2 Tests

- A test for formal assessment should not comprise a series of small tests, but should cover a substantial amount of content and the duration should be 45 to 60 minutes.
- Open-book tests should not include only short questions. Learners are required to write longer reflective answers, such as *paragraph* responses to a given statement. Paragraphs providing reasons and arguments are essential.
- Each project, field trip assignment, test, open-book test and examination must cater for a range of cognitive levels and must also include paragraph-type responses.

Cognitive levels	Percentage
Lower order: remembering	30
Middle order: understanding, applying	50
Higher order: Analysing, evaluating and creating	20

4.4.3 Examinations

External examination in Grade 12

In Grade 12, the three-hour end-of-year examination in Tourism comprises 50% of the learner's total 400 marks. The requirements for the external examination paper are indicated below.

	Contents	10	11	12
Section A	Short questions (all topics)	40	40	40
Section B	Map work and tour planning; foreign exchange	30	20	50
Section C	Tourism attractions; cultural and heritage tourism; marketing	50	50	50
Section D	Tourism sectors; sustainable and responsible tourism	50	50	30
Section E	Domestic, regional and international tourism; communication and customer care	30	40	30
	TOTAL	**200**	**200**	**200**

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

4.4.4 Practical assessment task (PAT)

- Owing to the practical nature of the subject Tourism, learners must also be assessed by means of a practical assessment task.
- The PAT for Grade 12 will be externally set every year and sent to schools at the end of the previous year.
- Provinces and schools may not change or retype this task, or use the task of the previous year.
- Resources for the PAT are the responsibility of the school.
- The specific resources will be listed in each PAT paper, but will mainly consist of maps, magazines and brochures and information available from the internet.
- The PAT is done in two phases.
- Learners should complete phase 1 in term 2, and phase 2 in term 3.
- Teachers must formally assess each phase.
- The grade 12 PAT will be moderated externally by the relevant subject advisor.

4.5 Recording and reporting

Teachers will

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

4.6 Promotion

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

4.7 Moderation of assessment

- Grades 10 and 11 tasks are internally moderated. The subject advisor should however moderate a sample of these tasks during his/her school visits, to verify the standard of the internal moderation.
- Grade 12 tasks need to be externally moderated. This process will be managed by the province.