



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

SCIENCE OF TOURISM

NQF LEVEL 2

September 2007

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
 - 2.1 Internal continuous assessment (ICASS)
 - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
 - 3.1 Internal moderation
 - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
 - 6.1 Baseline assessment
 - 6.2 Diagnostic assessment
 - 6.3 Formative assessment
 - 6.4 Summative assessment
- 7 Planning assessment**
 - 7.1 Collecting evidence
 - 7.2 Recording
 - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
 - 13.1 Record sheets
 - 13.2 Checklists

SECTION C: ASSESSMENT IN SCIENCE OF TOURISM

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Science of Tourism – Level 2**
- 4 Specifications for the external assessment in Science of Tourism – Level 2**
 - 4.1 Integrated summative assessment task (ISAT)
 - 4.2 National examination

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Science of Tourism in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Science of Tourism* to prepare for and deliver Science of Tourism. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	Open middle: Students produce the same evidence but in different ways. Open end: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN SCIENCE OF TOURISM

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Science of Tourism must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Science of Tourism, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Science of Tourism:

LEVEL 2		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
4	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

LEVEL 3		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
3	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

LEVEL 4		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
6	Closed-book class test(s) on theory	Four tests on Topic 1 Two test on Topic 2
4 (one per term)	Open-book formal test to prove competence in application	4
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

ASSESSMENT OF SCIENCE OF TOURISM

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN SCIENCE OF TOURISM – LEVEL 2

Topic 1: The Tourism Industry

SUBJECT OUTCOME	
Give an integrated definition of tourism.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- An integrated definition of tourism is given. - The three major dimensions of tourism (social, economic and environmental) are explained. - The link between these dimensions is identified and discussed. - The impact of these dimensions is illustrated in table format.	- Give the definition of tourism as defined by the World Tourism organisation or the Department of Environmental Affairs and Tourism. - Explain the impact tourism has on social, economical and environmental sectors. - Identify and discuss the link between the social, environment and economical sectors. - Collect information on and illustrate in table format the advantages and disadvantages of the impact of tourism on these sectors.
ASSESSMENT TASKS OR ACTIVITIES	
- Find an article from a newspaper about the impact tourism has on any of the three sectors and prepare a speech on the matter. - Complete a case study. - Collect information and illustrate in table format the advantages and disadvantages of the impact of tourism on these sectors.	

SUBJECT OUTCOME	
Identify and explain the main sectors of the tourism industry.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- The main sectors of tourism are listed. - Local and national examples of enterprises in each sector are classified. - An example of how interaction between these sectors influences the delivery of tourism is given. - The way these sectors impact on the delivery of tourism in the local environment is explained.	- List the main tourism sectors and the types of enterprise that fall in each, including but not limited to: - Accommodation: Hotels, bed and breakfasts, guesthouses, lodges, motels, campsites, caravan parks and self-catering - Transport: Air, rail, water and road (car, coach, taxi and bus) - Services: Retail (travel consultants) and wholesale (domestic, inbound and outbound) - Support services: Insurance, banking, arts and culture and information - Identify different local and national enterprises and list them in table format under the applicable sector where they belong (Accommodation, Transport, Services, etc.). - Give examples and identify how interaction between these sectors can affect the delivery of tourism. - Given local examples, collect information on these examples and explain their impact on tourism.
ASSESSMENT TASKS OR ACTIVITIES	
- Make a list of all the possible types of enterprises that could fall in each sector and identify a few local examples: - Accommodation - Transport - Services - Support services - Discuss in groups how tourism can benefit by interaction between the local examples given.	

SUBJECT OUTCOME	
Identify the different types of tourists and explain their reasons for travel.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- The different groups of tourist (mass tourist, wanderer, explorer, etc.) are identified. - The interests of different types of tourist are identified. - The expectations of different types of tourist are identified. - The reasons why tourists travel are explained.	- Identify tourists as one of the following: individual, mass individual, mass tourist, excursionist, wanderer, explorer, adventurer, etc. - Identify the interests of the different types of tourist. - Identify the expectations of different types of tourist. - Explain the reasons for travelling for any tourist.
ASSESSMENT TASKS OR ACTIVITIES	
In a table format, identify the different groups of tourist, their interests and their expectations.	

SUBJECT OUTCOME	
Identify ways of accessing and using different sources of information to serve tourists.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Different types of information services are listed. - Different sources of information for tourists are identified and classified. - The ways in which identified information can be used to serve tourists' interests are explained.	- List different types of information services including, but not limited to, tourism centres, tourism agencies, tourism consultants, kiosks and curios (at least three). - Identify and list sources of information for tourists including, but not restricted to, electronic, written and oral media, e.g. Internet, brochures, radio, video, telephonic libraries, herbarium and information centres (at least five). - Explain how information obtained can benefit the tourist. - Collect information and list unique attractions and services from a range of local tourism enterprises that serve the interests of at least four types of tourists.
ASSESSMENT TASKS OR ACTIVITIES	
- Research, in groups, the services of different information service organisations and report on findings. - Obtain, in groups, tourism information from different sources and debate the sources' effectiveness. - Obtain information on four unique attractions that will interest four types of tourist.	

SUBJECT OUTCOME	
Identify the products and services available in the tourism market.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- The various products and services available in the tourism market are listed. - Products are classified according to the sectors in which they are found. - The products and services that are found in at least one macro enterprise are identified.	- List various services and products available in the tourism market. - Classify the products according to the sectors in which they are found. - Identify the products and services of at least one macro enterprise.
ASSESSMENT TASKS OR ACTIVITIES	
- Choose one macro enterprise and research all the services and products available. - If possible, visit the nearest macro enterprise. - Write a test to cover all the Assessment Standards of the topic.	

Topic 2: The Nature of Tourists

SUBJECT OUTCOME	
Identify why tourists visit South Africa.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- The term tourist is defined. - The reason why tourists like to visit South Africa is explained.	- Define the term tourist. - Identify reasons why tourists like to visit South Africa including, but not restricted to, business, holiday, family entertainment, special interests e.g. game reserves, adventure tours, backpackers, etc.
ASSESSMENT TASKS OR ACTIVITIES	
Use the list of the various groups of tourists and identify the different types of tourists in each grouping, for example, adventurers include those who like abseiling and those who like mountain climbing. Identify their specific needs and unique attractions in South Africa that would meet their specific needs in a table format.	

SUBJECT OUTCOME	
Compare different categories of tourist.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- A list of categories of tourists and their reasons for visiting South Africa is developed. - The nature of the experiences desired by the different types of tourist is explained. - The different needs of different kinds of tourists are compared.	- List different categories of tourist and their respective reasons for visiting South Africa. - Explain the nature of the experiences desired by different types of tourist including, but not limited to, international, local, big budget, small budget, groups, individuals, experienced travellers and first-time travellers. - Compare the needs of the different types of tourist. - Identify the unique attractions of South Africa.
ASSESSMENT TASKS OR ACTIVITIES	
Expand the list already developed.	

SUBJECT OUTCOME	
Compare different types of tourist attractions.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Tourist attractions that are unique to South Africa are identified. - Tourist attractions are categorised.	List various local and national tourist attractions in table format under the following headings: cultural, natural, historical, local experience, luxury experience, entertainment and adventure.
ASSESSMENT TASKS OR ACTIVITIES	
Research a specific tourist attraction under each of the following headings: cultural, natural, historical, local experience, luxury experience, entertainment and adventure, and write a rationale on each, explaining why you chose each one.	

SUBJECT OUTCOME	
Apply understanding of tourist types and needs to suggest suitable attractions.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Tourist needs are matched to tourist attractions. - A type of tourist is identified in a particular context. - Ways in which an individual tourist's experience can be enhanced in a particular context are suggested.	- Draw a table showing the different types and categories of tourist, their specific needs and local and national attractions that will satisfy their needs. - Identify possible ways in which the different tourist's experience could be enhanced.

ASSESSMENT TASKS OR ACTIVITIES	
Choose one type of tourist and list all the local attractions available that would suit his or her needs and make suggestions if improvement is needed.	

SUBJECT OUTCOME	
Define market segmentation.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Market segmentation is defined. - The need for market segmentation is explained taking the different types of tourists into consideration. - The influence of market segmentation on a business is identified. - The positive effect market segmentation has on customer satisfaction is stated.	- Define market segmentation. - Explain the need for market segmentation in terms of the life cycle and specialisation of a tourism enterprise and the influence it has on a business and customer satisfaction.
ASSESSMENT TASKS OR ACTIVITIES	
- Assignment: Research one tourism business where market segmentation has taken place. Describe the business discussing the advantages of the market segmentation. - Write a test on all the Assessment Standards of this topic.	

Topic 3: Tourism Dynamics

SUBJECT OUTCOME	
Demonstrate knowledge and understanding of the contribution of the tourism industry to the economy.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- The sectors of the travel and tourism industry and their core purposes are identified. - The contribution of the travel and tourism industry to South African economic growth is described. - The importance of improving service standards in the travel and tourism industry is explained. - Situations where poor service affects the hospitality, travel and tourism industry are described.	- Identify the sectors of the travel and tourism industry including, but not limited to, hospitality, information services, travel services, transport, gaming and leisure and attractions and explain their core purpose. - Describe ways in which the travel and tourism industry contributes towards South Africa's economic growth and upliftment of communities by creating jobs, generating income and promoting cultural awareness. - Explain the importance of constantly improving service standards in the travel and tourism industry in terms of customer development and customer satisfaction. - Explain the effect that poor service has on the hospitality, travel and tourism industries.
ASSESSMENT TASKS OR ACTIVITIES	
- List in a table format all the sectors of the travel and tourism industries, their core business and their possible services and products. - In a tabular format, list the industries that provide a service or support to the tourism industry, the role they play and the importance of their service or support. - Identify and discuss, with examples, the ways in which the travel and tourism industry contributes to South Africa's economic growth, the upliftment of communities, income generation and the promotion of cultural awareness. - Write a rationale on the importance of customer satisfaction to the tourism industry and the effect of effective communication on customer satisfaction. - By means of various case studies, examine incidents where poor service had a negative influence on different parts of the industry (i.e. at the airport, at an information desk, during a guided tour, in a taxi, from the waiter in the tea garden, etc.).	

SUBJECT OUTCOME	
Demonstrate knowledge and understanding of the hospitality sector as part of the tourism industry.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
The sectors of the hospitality industry are identified	Identify sectors in the hospitality industry including,

and their core purpose is described. • Main functional areas in the hospitality industry are identified. • Situations where the hospitality industry is adversely affected are described and explained. • The importance of effective and regular communication between all departments in an organisation is explained. • The industries which provide service and support to the hospitality industry are described and their roles are explained.	but not restricted to, accommodation, clubs, conferencing, pubs or bars, restaurants, fast food or takeaway, industrial catering and gaming and explain their core purpose. • Identify the main functional areas in the hospitality industry. <i>Range: Front of house, accommodation services, food and drink service, food preparation and cooking</i> • Describe situations where the hospitality industry is adversely affected and give reasons for this. • Identify the best ways to communicate between all departments in an organisation and explain the importance of effective and regular communication. • Identify industries that provide service and support to the hospitality industry and explain the role they play and the importance of their role.
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ASSESSMENT TASKS OR ACTIVITIES

• List in table format all the sectors of the hospitality sector, their core business and their possible services and products. • Compile and compare two diagrams (one of a large hotel and one of a different establishment, e.g. a large guesthouse) depicting the main functional areas and the role of staff working in each department. • Work through various short case studies depicting situations where the hospitality industry is negatively affected by ▪ Bad or sloppy service ▪ External influences, for example a weak economy, natural disaster or low season. Explain how only establishments with the best reputation for good service survive these circumstances. • Show by means of a case study, how things can go wrong in an accommodation establishment if there is a lack of effective communication between different departments. • Provide an exercise whereby different needs of a typical hospitality establishment to function properly are listed (in the line of products and services) and source suppliers that provide these. The exercise could end with a short summary of possible industries that all play a supportive role to the hospitality sector.
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SUBJECT OUTCOME

Demonstrate knowledge and understanding of the link between national heritage and tourism.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• South Africa's national heritage resources are described. • The ways in which our national heritage helps to attract tourism to South Africa are described.	• Explain what is meant by "South Africa's national heritage" in terms of man-made, natural and human resources. • Describe ways that our national heritage helps to attract tourism to South Africa.

ASSESSMENT TASKS OR ACTIVITIES

• Arrange an excursion to a national heritage site. Students comment on the importance of the site to South Africa and tourism and suggest improvements.
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SUBJECT OUTCOME

Explain the terms tourist, tourism and tourism product to demonstrate an understanding of these concepts.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The terms are defined and discussed. • The different aspects of tourism are described.	• Obtain the definitions of the three terms from the World Tourism Organisation (WTO) and the Department of Environmental Affairs and Tourism (DEAT). • Explain the aspects of the tourism product with reference to price, image and accessibility.

ASSESSMENT TASKS OR ACTIVITIES

• Write a rationale on the influence of price, accessibility and image on the tourism product.
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SUBJECT OUTCOME	
Collect information and report on the impact of tourism locally, provincially and nationally.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- The economic advantages of tourism are described. - The social advantages of tourism are described. - The disadvantages of tourism are identified.	- Collect information on the economic advantages of tourism at local, provincial and national levels and compile a report that shows which type of product is the most profitable. - Collect information on the social advantages of tourism at local, provincial and national levels. - Identify disadvantages, such as harm to the environment and undermining of the local culture, and explain with examples and possible solutions.
ASSESSMENT TASKS OR ACTIVITIES	
- Collect information on the economic and social advantages of tourism at local, provincial and national levels and compile a report that shows which type of product is the most profitable. - Identify disadvantages such as harm to the environment and undermining of the local culture and explain with examples and possible solutions.	

SUBJECT OUTCOME	
List support systems needed for successful tourism.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Support systems for tourism are defined. - Various tourism support systems are discussed with explanations of their functions.	- List support systems needed for accommodation, travel and services. - Discuss in detail at least three support systems of each explaining their functions.
ASSESSMENT TASKS OR ACTIVITIES	
- Discuss in detail at least three support systems of each tourism sector, explaining their functions in written format: - Accommodation: - Laundry - Catering - Suppliers - Cleaning services - Services - Department of Education - Private providers for developing skills - Skills Development Plan of business - Transport - Bus services - Air transport - Rail transport	

SUBJECT OUTCOME	
Identify support services in the public and private sectors.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Support services in the private sector are listed. - Support services in the public sector are listed. - Available local support services and their functions are discussed.	- List local support services available in the private sector. - List support services available in the public sector and discuss their functionality and record their effectiveness or ineffectiveness in a table format, suggesting improvements.
ASSESSMENT TASKS OR ACTIVITIES	
List support services available in the public sector and discuss their functionality and record their effectiveness or ineffectiveness in a table format, suggesting improvements.	

SUBJECT OUTCOME	
Identify factors that support sustainable tourism.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Support systems for tourism are defined. - Three tourism support systems and their functions are discussed. - Factors that affect sustainable tourism are listed. - The purpose of relevant legislation is explored.	- Define the concept sustainable tourism and explain the importance thereof. - Identify factors that will support sustainable tourism including, but not restricted to, promotion of environmental conservation, cultural renewal, quality of skills, services and resources and accessibility. - Research cases and report on where at least one of the above has been implemented with success. - Identify and explain how relevant legislation can support sustainable tourism.
ASSESSMENT TASKS OR ACTIVITIES	
- Research cases and report on where at least one of the mentioned factors has been implemented with success. - Write a test on all the Assessment Standards of this topic.	

Topic 4: Career Opportunities in the Tourism Industry

SUBJECT OUTCOME	
Identify the role-players in the tourism industry and their functions.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Government organisations and private NGOs that work in tourism are identified. - The role and function of the national role-players in the tourism industry are described. - The way in which role-payers relate to and interact with local tourism is described. - Local, provincial and national role-players are identified and described.	- Identify the national and provincial role-players in the tourism industry including, but not restricted to, the national and provincial Departments of Environmental Affairs and Tourism (DEAT), the Tourism and Hospitality Education and Training Authority (THETA), SATOUR, ASATA, SADC, SA Tourism Institute, tourism offices at national destinations and other local, provincial and national role-players. - Identify private NGOs that work in the tourism industry. - Describe the role and function of all these role-players in the tourism industry and how they relate to and interact with the local tourism industry. - Identify and describe the roles and function of local role-players.
ASSESSMENT TASKS OR ACTIVITIES	
- Research the different role-players in the tourism industry and classify them in order of importance according to the role they play in the tourism industry. - Research, in groups, a local NGO and present it to the class indicating its contribution to the local tourism industry.	

SUBJECT OUTCOME	
Examine possible career paths in the tourism field.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Learning and development opportunities to support career development are described in terms of career paths in own sector. - Potential sources for job information in the tourism field are identified and all relevant information as stipulated in the Learning Outcome is collected. - A career path for self as envisaged over 5, 10 and 15 years is outlined.	- Identify career paths in the tourism sector. - Collect information regarding learning and development opportunities to support career development with regards to on the job, informal or in-service training, distance learning, full-time training and national qualifications. - Identify potential sources for information on job opportunities. - Outline a career path for self as envisaged over 5, 10

	and 15 years.
ASSESSMENT TASKS OR ACTIVITIES	
- In table format, list all possible local training providers for possible career paths in the tourism industry, describing what they have on offer, duration of the courses and costs applicable. - Draw up a list of sources where one can seek work in the tourism industry. - Outline a career path for one self as envisaged over 5, 10 and 15 years.	

SUBJECT OUTCOME	
List and select career opportunities and/or tourist ventures in the local environment.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Possible career opportunities or tourist ventures are listed. - Career opportunities and/or tourist ventures are researched. - A viable career and/or tourist venture is selected.	- List local tourism ventures including, but not restricted to, tour operators, travel agents, guides, information officers, travel services, the hospitality industry, transport services, the service sector, students themselves and entrepreneurs and identify possible career opportunities available in at least three ventures. - Research at least two possible job opportunities identified in each of the ventures in terms of availability, requirements, job descriptions and remuneration. Identify a career path for each.
ASSESSMENT TASKS OR ACTIVITIES	
List local tourism ventures and research two possible career opportunities available in these companies that can be followed in terms of job description, requirements, availability and remuneration. Identify a career path for each and report in a written format.	

3 SPECIFICATION FOR EXTERNAL ASSESSMENT IN SCIENCE OF TOURISM – LEVEL 2

3.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

3.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50%	25%	25%

MARK ALLOCATION PER QUESTION		
Section 1: Compulsory (must cover all topics)		
One question of 50 marks, covering short questions, e.g. true or false, leave out words and monkey puzzles.		50 marks
Section 2: Compulsory		
Four application questions covering all the topics of which only three are compulsory.		
Question 1:	The Tourism Industry	50 marks
Question 2:	The Nature of Tourists	50 marks
Question 3:	Tourism Dynamics	50 marks
Question 4:	Career Opportunities in the Tourism Industry	50 marks
		150 marks
GRAND TOTAL		200 marks