

## GENERAL

- **Learners do not follow instructions or read questions.** It seems they do not read and understand what is required e.g. writing out words when asked to write only the number and a letter.
- Learners do not remember what the subject is they are writing and give answers totally unrelated to Travel and Tourism, even when this is repeated in almost every question's instructions.
- Learners waste time drawing borders around pages and writing PTO at the bottom of each page. Some use every second page while others squash two answers onto one line. This is simple exam technique and should be taught from early in the school years.
- Many learners leave out questions or do not finish and the panel wonders whether full length papers are being written in June and September.
- Questions with extracts to be read or columns to be matched were particularly badly answered. If they do not know the work for columns, they can at least guess. With extracts they quote whole passages with no reference to the questions so that they write the same words for three different questions. (Q.5, 7 and 9 )
- Learners did not look at marks awarded. An alarming number gave answers to non questions, e.g. 12.3 when 12.3.1,etc actually asks the question. Some also invented their own question numbers for questions with several answers. Several students answered questions on the annexure in spite of instructions.
- The Matric Tips were ignored by many schools, as was the Examiner's Report from 2005.

## QUESTIONS 1 – 4 (US 4.3.1 and 4.5)

- Learners struggle to tell the difference between cities and countries and provinces
- Many still use currencies like Francs and Lire which are long outdated.
- SADC countries could not be identified on the map and their capitals named.

#### QUESTION 5 (US 4.3)

- Service, and what good service is, is the basis of a good tourism enterprise. It is sad that matric learners do not understand what a stated policy is. (Every school is supposed to have one, though not always under that name, as well as an AIDS policy.) This question required a little thought and looking carefully at the extract. General understanding was lacking of what a credit card transaction means, the fact that being offered a free meal at 02:00 is not a good idea and that **all** means precisely that: every last one, no rooms left, not even a stable.

#### QUESTION 6

- Terminology has been required from grade 10..
- Large numbers of learners, and often a whole school, have no idea what a visa is (US 4.5). A visa does not have anything to do with money. The credit card is named for the official, legal document
- Cancellation insurance (US 4.5) is not about cancelling insurance or about deciding not to go on a trip and cancelling it.
- 'En suite' is often confused with 'suite' or with an object called an 'en suite' which is part of a room.

#### QUESTION 7

- This was very badly answered because the extract was not read with understanding. The same quote was given for all the questions by many. The answer to 7.1.2, what an employer needs to do for employees, has been in every second matric paper since 1998! It alternates with what employees need to do.

#### QUESTION 8 (US 4.2)

- Learners do not know what Galileo is
- Learners do not know what a GDS is, and confuse it with a CRS
- Q8.5 Learners do not apply knowledge. They give general answers, or the same answer in 5 different wordings, showing total lack of understanding of concepts. The question asked them to look at a travel agent's job. Many also confused a travel agent with a tourist guide or tour leader.

#### QUESTION 9 (US 4.4)

- This question was particularly badly answered. Many learners did not apply the information needed to an ecotourism destination, as asked for.
- Ecotourism concepts and terminology are part of the syllabus and research should have been done on what these terms mean in ecotourism. If it is difficult for the learners to do the research, the educator can spend a little time with a dictionary.
- Ecotourism is one of the research projects required for CASS

#### QUESTION 10

- Multiplier effect is the first thing taught in Grade 10 and is part of the whole subject. It is underlying knowledge. This was not well answered.
- The concept 'leakage' was explained in the passage, but not applied,
- Q10.1 asks for economic benefits. Learners do not seem to understand what this means. They just rewrote paragraph 1 of the extract
- When asked in Q10.2 to list specific employment opportunities for 5 marks, many learners rewrote paragraph 3 of the extract, which is at least half a page.

#### QUESTION 11 (US 4.1.1)

- Generally well answered, but learners struggle with rounding off, particularly to two decimal places. Some were confused by current supermarket practice and rounded up or down to the nearest 5c.
- Some round off the exchange rate before converting.
- Some learners do not name the currency as asked, but use the currency code, often incorrectly
- Q11.2 was a problem for many as they did not seem to know that they had to add the two amounts and convert. Many divided the taxi fare by the bag fare.
- If no exchange rate is given for US Dollars to Yen, it should be obvious that the Dollars must be converted to Rand first and that the next conversion must be divided.

#### QUESTION 12

- This was fairly successfully answered.
- Some learners gave the figures and not the countries names.

#### QUESTION 13

- Learners do not know how to calculate time differences
- Flying time is a mystery to many learners, they do not know what to do with it.
- Many learners do the calculation correctly but forget to put in the day. They need to give the day of the week, particularly for 13.2.1.
- Far too few learners know normal baggage allowances.
- Q 13.3 and 13.4 clearly ask for the currency to be converted in each question. Far too many learners did both, in a confused and confusing jumble of figures with no indication of what was going on.
- Learners did not then use these conversions to add to the amounts given in Rand to work out a budget for the couple (not one person), but reconverted everything to either US Dollars or Mauritian Rupees. Answers were illogical and showed no experience gained from the itinerary required by US 4.5.
- The question paper clearly states 'Copy the tour plan', 'Copy the table'. There were marks awarded for following the instructions. Many learners did not bother, but wrote essays telling what activities were to be carried out.

- Many learners did not read what activities were to be done and at what time of day. They started with activities before arriving according to the times they had worked out.
- Many invented all sorts of activities not mentioned in the question. Too many learners put in information not given or required, such as meals. Many have the tourists spending each morning having breakfast until the afternoon, when they have lunch. They then go sightseeing at night.
- Many learners do not know what a full-day activity is. It means that the tourist spends the **whole** day (not night) doing it. Full-day activities cannot be split over two different days.
- Including means that the activity takes place as part of another. A half-day trip including an undersea walk still takes only one morning.