

GENERAL COMMENTS

1. Teachers are advised to study this report in conjunction with the question paper.
2. The candidates who excelled in the paper, showed sound knowledge, and a clear understanding of the subject and its terminology.
3. The inability of candidates to apply basic knowledge successfully by using the given information was of great concern. Candidates should be taught to formulate their answers within the context of the question and be able to use all the available information (case studies, pictures, etc.) provided in the paper. The information given should direct candidates' answers. Candidates who did poorly struggled with this aspect as they seemed to have a major problem reading the given information. It is advised that candidates read the questions more carefully,
 - underline the core or key words of the question, and
 - read the information in the given windows or case study and underline key information.
4. Candidates need to take note of the marks allocated to each question. They often give long, irrelevant answers to a question which has been allocated very few marks. (Note that only the first of the required number of points is marked.)
5. Candidates are losing marks unnecessarily owing to the incorrect numbering of their answers, especially the subsections of a question.
6. Candidates failed to comply with the instruction to do the following:
 - 6.1 *Quote* - to copy the exact word or words from the given text
 - 6.2 *Identify* - to establish, name or indicate the specifics that are required (In many cases a one-word answer suffices.)
 - 6.3 *Explain* - to give more information in order to make something clear, usually in more than one sentence (When an explanation is given, candidates need to ask themselves whether it would be clear to a person who knows nothing about that particular aspect.)
 - 6.4 *Discuss* - to write about the topic, giving more than one opinion. (They should *examine something using different arguments*. A discussion usually implies an exchange of ideas between two, or more, people. A discussion question will always be written in either a paragraph or essay format.)
 - 6.5 *Predict* - to say what they think will happen
 - 6.6 *Calculate* - to work out something by using mathematics (Candidates do not always work out and show their calculations.)
 - 6.7 *Distinguish*: to point out the difference(s) between two or more aspects
Examples:
 - (i) *Niche market vs market segmentation*, as in 7.1
 - (ii) *General itinerary vs personalised itinerary*, as in 6.2.3

7. Teachers are advised to have all the textbooks available as resources, not forgetting to work from the *Content Framework*, which provides the scope and nature of the content to be covered. The *Examination Guideline Document* remains an important document.

QUESTION COMMENTS

Question 1

- The average mark for this question was 25 marks.
- Questions 1.1 and 1.5 were answered well and the majority of the candidates scored high marks.
- However, candidates are leaving spaces where they have the option of making a choice from the suggested answers.
- Unnecessary and time-consuming practices:
 - Giving two answers where only one is required
 - Writing out answers where only a letter or symbol is required
- Teachers should emphasise *market segmentation* (1.1) and the other terminology used in the paper.
- Questions 1.2, 1.3 and 1.4 were answered very poorly. Teachers should compile a list of abbreviations and logos to assist candidates in this regard.

Question 2

- Candidates were asked to extract (to identify and quote) their answers from the given information in 2.1.1 and 2.1.2. Many candidates gave their own answers.
- Candidates struggled to give appropriate answers to 2.1.3, 2.1.4 and 2.1.5.
- Candidates' language ability stifled their performances in 2.2 and 2.3. This was further aggravated by the use of little understood terminology from the question paper.

Question 3

- The question was relatively well answered.
- Candidates confused the *Code of conduct* with the *Basic conditions of service*. Teachers should emphasise the importance of both documents and make use of examples from the industry to ensure that candidates are able to distinguish between them. Also emphasise that a code of conduct comprises more than just the way the staff should dress.

Question 4

- Very poorly answered by most candidates.
- Candidates lacked knowledge of the following:
 - *triple bottom line* (definition, principles and approach)
 - *fair trade* (definition and approach)
 - *co-operative advertising*
 - *marketing mix*
 - *global warming* (definition, causes and impact based on the information supplied and strategy to address it)

Question 5

The majority of the candidates showed a good understanding of the terms *divers cultures* and *cultural experience*. Poor performances here can be attributed to poor reading ability.

Question 6

Most centres had major problems with 6.1.1 – 6.1.3 and 6.5.

- The majority of candidates provided only a final answer, thus losing at least 50% of the mark. They must be able to give a clear idea of the various levels of the variables that should be involved in their calculation. Showing how one came to the correct answer will be rewarded with full marks. It is advisable that teachers provide candidates with the different currency codes and also explain *time zones* by using the time zone map. Assist them to calculate both the *time of arrival* and *time of departure* (calculating "backwards").
- Candidates could not explain the importance of *travel insurance*.
- Most of the candidates could not comprehend how world events impact on the tourism industry.
- 6.4.1 and 6.4.2: Candidates had no comprehension of the *Tourism Indaba* and how it affects (both positively and negatively) the tourism industry.

Question 7

- 7.1: Refer to general comment (6.7 (i)).
- 7.2: Poorly answered. Candidates' answers were merely a repetition of the question.
- 7.5.2: Candidates could not interpret the definition given in the paper and therefore their answers lacked substance.

Question 8

- 8.1: Well answered, although candidates could not give the processes involved when using this type of technology.
- 8.2: Candidates confused *ways of handling conflict* with *management roles*.