

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	TOURISM	
PAPER	TRSM.1 THEORY	
GRADE	12	DURATION OF PAPER : 3 HOURS
PROVINCE	Western Cape	
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PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)

Educators are advised to study this report in conjunction with the question paper.

1. The candidates who excelled in the paper showed sound knowledge and a clear understanding of the subject and its terminology. The inability of candidates to apply basic knowledge successfully by using the given information is of great concern. Candidates should be prepared to formulate their answers within the context of the question and be able to use all the available information (case studies, pictures, etc.) as provided in the paper. The information given should direct candidates' answers. Therefore, candidates who did poorly struggled with the above-mentioned as they seemed to have a major problem with reading and understanding the given information. We advise candidates to
 - read the questions more carefully;
 - underline the key words in the question;
 - read the information in the given windows or case studies and underline key points; and
 - not write their answers in pencil.
2. Candidates need to take note of the marks allocated to each question. Candidates tend to give long irrelevant answers or too many facts for a few marks. Note that only the required number of facts will be marked, i.e. only those that appear first in the answer. (Tip: candidates must guide themselves by the mark allocation per question)
3. Candidates are losing marks by numbering their answers incorrectly, especially in the sub-sections of a question.
4. Candidates failed to comply with the instruction such as the following:
 - *Identify and List:* Candidates' could not establish, name or indicate the specifics that were required – in most cases a one-word answer would have sufficed. Instead, they gave long explanations.
 - *Explain:* They gave one-word or telegram-style answers which were insufficient for full marks. The answers must be in sentences, giving information and making something clear. When an explanation is given, candidates need to ask themselves whether it would be clear to a person who knows nothing about the matter being explained.
 - *Discuss:* This requires candidates 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.

- *Calculate*: Candidates do not calculate and show numbers. Calculating implies working out something by using mathematics. Candidates must show ALL calculations. Candidates must round down to two decimals.
- *Distinguish*: Candidates failed to point out the difference(s) between *tourists' needs* and *tourists' expectations* in Q 7.1.

6. Ensure that you have all the textbooks available as a resource, not forgetting to work from the *Content Framework*, which provides the scope and nature of the content to be covered. The *Examination Guideline* (2009) remains an important document.

1. GENERAL COMMENT ON THE PERFORMANCE OF LEARNERS. WAS THE QUESTION WELL ANSWERED OR POORLY ANSWERED?

Question 1

- Question was answered very poorly by candidates with language and reading problems.
- Candidates are leaving spaces where they have the option to make choices from the given answers.
- Time-consuming practices: Candidates gave two answers where only one was required and wrote out answers where a symbol was required.
- Teachers should lay emphasis on *market segmentation* (Q. 1.1) and the other terminology used in the paper.
- Candidates struggled with Questions 1.1.1 to 1.1.20; 1.2.5, 1.3.1, 1.3.5 and 1.4.3.

Question 2

- Most candidates gave their own answers to Question 2.1.1, even though they were requested derive them from the given cartoon.
- Candidates struggled to give convincing answers to Questions 2.1.2 (a) and (b).
- Candidates' poor language ability stifled their performances in Questions 2.2.2 and 2.2.5.
- Domestic tourism (2.2.1) and strategies (2.2.4, 2.3.1 – 2.3.3) were a challenge. Candidates could not answer these questions. Domestic tourism is based on the Grade 11 syllabus. Answers indicated that candidates' foundation (prior knowledge) was not solid.

Question 3

The question was answered relatively well
Candidates struggled with the negative nature of question 3.4

Question 4

- A very challenging question and candidates were not sure how to answer this question.
- Candidates lacked knowledge of the following:
 - triple bottom line, and how to apply this to responsible tourism)
 - fair trade principles (Qs 4.1.3)
 - marketing mix (Qs 4.1.6)
 - global warming (Qs 4.2.2) and how to apply this to information in the mind map.
 - green energy (Qs 4.2.3)

Question 5

The majority of the candidates showed an understanding of the question. Again, poor performances in this question could be attributed to candidates' poor reading ability.

Question 6

- Most centres had major problems with Qs. 6.1.1 – 6.1.3 (*time calculation*) and 6.3.1 (*strategies – RETOSA*)
- 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 different variables that should be involved in their calculation. Showing how they came to the correct answer will earn them the 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"*).
- Prepare candidates to use the 24-hour clock

Question 7

- Candidates could not clearly distinguish between *tourism needs* and *tourist expectations* (Qs 7.1.1).
- Cultural needs (Q 7.1.2) were poorly answered.
- Candidates' answers to Q 7.2.3 lacked substance – they were not able to address the focus of "*profitability*".

Question 8

- Candidates' struggled with Qs 8.1.1 and 8.1.2 (Name Qs 8.11 and 8.1.2)

2. Why were questions answered poorly: Also provide specific examples: See part one question 2.

The variety of textbooks could be a deciding factor. Using one textbook sometimes does not cover all the topics

Candidates' inability to

- i) read questions carefully and adhere to instructions and restrictions;
- ii) apply basic knowledge successfully e.g. "domestic tourism";
- iii) understand instructions like *Identify, Give, Name, Explain, State, List, Discuss, Suggest, Compare* and *Rearrange*;
- iv) phrase answers within the context of the question, using the information at their disposal;
- v) answer short questions. (*This skill should be developed.*); and
- vi) remember what the different abbreviations stand for.

3. Provide suggestion for improvement in relation to the following :

(i) Learning and teaching

Teacher development

Teachers must be encouraged to attend the Tourism workshops and Mini-Conferences. This will improve content knowledge of the subject and methodology.

LTSM

The available, approved textbooks do not contain all the content given in the *Content Framework* document. Teachers should have a copy of each available textbook, to be used as a resource. Various other resources and media (Internet, brochure, magazines) could be used to obtain information when planning lessons.

Use literature on current issues, (*e.g. global issues, environmental issues (such as carbon footprint and green tourism)*) obtained from newspaper, the Internet, television news.

It is advisable that teachers compile a list of abbreviations and logos to assist candidates.

(ii) Support

Teachers will be supported in 2011 with a Mini-Conference content resource pack ; teachers to be encouraged to attend workshops on Saturdays

In-service training on how to approach the teaching of certain sections of the work

Find a list of government strategies, environmental strategies, SA cultural festivals and rituals.

Examination Guideline document

4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.

Positive:

The paper was easy, but tricky

Too generalised

Negative:

Candidates covered more work than was required by the question paper

Candidates' regard subject terminology as nonsensical

Using different colours of pens in the paper

Handwriting: Print and cursive writing in the same paper.

Changes in handwriting style in one script, making it difficult to ascertain whether the script should be handled as an irregularity

5. Any other comments useful to teachers, subject advisors

Use The Grade 2010/2011 Matrix Tips
Use the PAT as a learning strategy.
Use the WCED Revision Guide, 2009
Use the Blue Mini-Conference Content Guide to refresh content
Use the Yellow Mini-Conference Content Guide to refresh new concepts
New e-learning Curriculum website

CHIEF MARKER: (SIGNATURE)

SIGNED: WJA SOLOMONS

HEAD OF EXAMINATION: