OBE for FET
sustainable
tourism
level 2
lecturer's guide

D. Duffet

L. Hurry

E. McPherson

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NASOU VIA AFRIKA

40 Heerengracht, Cape Town, 8001
P.O. Box 5197, Cape Town, 8000
Website: http://www.nasou-viaafrika.com

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Books available in this series for the Vocational Programmes for the National Certificate Level 2: Tourism are:

9781415401859	1	OBE for FET Colleges Sustainable Tourism LEVEL 2 Student's Book
9781415401873		OBE for FET Colleges Sustainable Tourism LEVEL 2 Lecturer's Guide
9781415401941	2	OBE for FET Colleges Tourism Operations LEVEL 2 Student's Book
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contents

Commonly used acronyms

AG	Assessment Guideline
CCO	Critical Cross-field Outcomes
DoE	Department of Education
EMS	Economic and Management Sciences
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HIV/Aids	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICASS	Internal Continuous Assessment
IKS	Indigenous Knowledge Systems
LG	Lecturer's Guide
LO	Learning Outcome
LP	Learning Programme
LTSM	Learning and teaching support materials
NC	National Certificate
NCS	National Curriculum Statement
NSC	National Senior Certificate
NQF	National Qualifications Framework
OBE	Outcomes-based Education
SAG	Subject Assessment Guideline
SB	Student's Book
SO	Subject Outcome
SSE	Students with Special Education Needs
SSM	Student Support Material

Introduction

This series for the subject Sustainable Tourism offers a Lecturer's Guide and a Student's Book for Tourism for Level 2 in the Further Education and Training (FET) Colleges. The content of the Lecturer's Guide and Student's Book has been divided into five chapters, with each chapter dealing primarily with a particular theme and its Subject Outcome (SO). Assessment Standards (ASs) have also been integrated within Sustainable Tourism and across the other subjects. An AS cannot be integrated without linking it to its particular SO.

How to use this Lecturer's Guide

Every chapter in the Lecturer's Guide includes guidance and additional information on assessment.

The sections on guidance and additional information offer useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover the LOs (see page 11 for all the outcomes).

Possible **solutions** to questions in the Student's Book are also provided for most of the activities. Although you will find these suggestions useful when preparing a lesson, you can choose to adapt these methods or to use your own, since you know what will work best for your students. Additional information that is intended to serve as background for the lecturer is supplied for some of the activities.

Assessment should be continuous. At the end of each unit in the Student's Book, there is an opportunity for self-assessment by the students as well as an end-of-unit test. These formative assessment questions are directly linked to the LOs of each unit and could be used as part of tests and examinations. Where applicable, specific guidance is provided for **inclusive education** and SSEN.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment** for the activities in the Student's Book. Some **additional assessment** opportunities are also included. **Rubrics and checklists** have been prepared to assist you with assessment (see pages 40 to 57). You can choose to use these assessment tools as they are, or adapt them to suit your specific needs. At the end of each chapter in this Lecturer's Guide, there is a grid summarising the assessment for each activity. This could be used or adapted for Portfolio of Evidence assessment purposes for each student.

Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment, career links or a cross reference to something else.

⟩ ⟨	**Cross reference** This icon shows forward or backward links or references to other sections in the book.
	Outcomes Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Subject Outcomes and the Learning Outcomes.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that the students should work in pairs.
	Group work This icon indicates that the students should works in groups. Groups of four or five students are usually ideal, but depend on the type of activity.
	End-of-unit tests This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Tests at the end of a each unit form part of summative assessment and assist the students in reflecting on what they have learnt.
	Minds This icon indicates knowledge outcomes that students should have acquired.
	Hands This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.
	Hearts This icon shows values-based outcomes that assist the students to express or develop particular values (or attitudes) with regard to the issues raised.

The new curriculum

A process of transforming education and training to realise the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands.

The OBE curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

What has changed?

The table below outlines some of the changes and compares terms used in the pre-OBE and OBE stages.

Pre-OBE	OBE
Old terms/phrases	New terms/phrases.
Core syllabus	Subject guidelines
Scheme of work	A learning programme consists of three stages of planning 1. Subject framework (Work schedule or Band plan per Subject) 2. Work schedule per level per subject 3. Lesson plans
Aims/themes/topics	Subject outcomes (SOs)
Objectives /content	Assessment standards (ASs)
Lesson plan	Lesson plan or learning experience
Text books	Learning and Teaching Support Materials (LTSM) – includes various learning and teaching resources like CDs, videos, text books, etc.
Learning/syllabus is content-driven. Rote learning takes place.	Learning is outcomes-based. The curriculum is relevant, communicative and connected to real-life situations, and provides for the development of knowledge, skills and values in an integrated way.
Traditional teaching methods may have included learning being textbook-driven.	Traditional teaching methods are enhanced through methods that require the students to be actively involved.
Lecturer-centred	Student-centred, and lecturer plays a facilitator/mediator role.
Students' work is assessed by the lecturer	A variety of assessment methods is used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation-, test- and task-based assessment takes place.
Lecturer is responsible for learning – motivation depends on the personality of the lecturer.	Students take responsibility for their own learning – students are motivated by constant feedback and affirmation.

The FET/NC curriculum policy for Sustainable Tourism

The FET/NC curriculum policy guidelines state the following:

Purpose of Sustainable Tourism

This subject prepares the student for the world of work in general and for the execution of Sustainable Tourism-related functions specifically. The practical components of Sustainable Tourism have the further aim to increase the student's

competence level in such a way that he or she can be productive in a post for which a Sustainable Tourism background is required.

A student with an interest in the field of tourism or hospitality will benefit from doing Sustainable Tourism. Furthermore, this subject forms part of the management function of any business and is essential for any student exploring management as a future career opportunity in a tourism enterprise.

This subject will ensure that students:
• develop the skill to plan before commencing any work
• develop the logical thought processes so that instead of relying upon set rules, they may be able to apply basic principles to new and unfamiliar situations
• develop a systematic approach to the solution of problems
• understand and adapt to the social environment by meaningfully interpreting Sustainable Tourism information, which they may apply to their future lives
• develop specific characteristic disciplines such as thoroughness, accuracy and orderliness
• are motivated, self-directed, reflective lifelong students who responsibly manage themselves and their activities while working towards their goals

In addition to being able to secure formal employment, students need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Sustainable Tourism also forms the foundation for further learning opportunities.

Scope

Sustainable Tourism encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards Sustainable Tourism enterprises. The student who completes this certificate will be prepared to work in the small business sector, the private or the public sector, applying elementary knowledge and skills of subjects. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject.

The subject revolves around the following topics:
1. Function in a business environment
2. Human Relations with respect to colleagues with special needs
3. Client service in a cultural context
4. Health and safety according to the OHS Act.

Subject Outcomes and Learning Outcomes

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Sustainable Tourism Level 2 has four topics linked to Subject Outcomes (SOs), together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and that describe the knowledge, understanding, skills and values that students should demonstrate at the end in Sustainable Tourism for the National Certificate Level 2 in the FET Colleges band.

Sustainable Tourism Outcomes

		Topic 1: Tourism in South Africa
		Subject outcome 1:
T1 SO1		Demonstrate knowledge and understanding about South Africa as a tourism destination.
		Learning outcomes
		The student should be able to:
T1 SO1	LO1	• Indicate all South African provinces and major South African cities on a map, demonstrating a sound idea of where major tourism and holiday places in South Africa are situated.
T1 SO1	LO2	• Indicate where South Africa and its neighbouring countries are situated, using an elementary map of Africa to show a sense of understanding where we are situated on the southern African continent.
T1 SO1	LO3	• List and indicate on a map the major South African climatic regions, mountains, rivers and lakes, to obtain a good overview of the country's physical layout.
T1 SO1	LO4	• Draw the major transport network of South Africa on elementary maps. (Range: national roads, major airports, harbours and mainline railway connections.) (Note: It should not be treated as a geography lesson; students should see airports as gateways to regions or to specific attractions, and roads as part of the logical planning of a tour itinerary, etc.).
T1 SO1	LO5	• Make a list and indicate on a map the major South African national and game parks. In table form, describe for each nature reserve: – the major attraction(s) – type of accommodation – nearest gateway – how to make reservations for that particular destination.
T1 SO1	LO6	• Indicate by means of elementary hand-drawn maps the main suburbs and/or areas of certain major South African cities. (Range: including, but not limited to, Pretoria, Johannesburg, Durban and Cape Town).
		Subject outcome 2:
T1 SO2		Use a range of maps effectively to facilitate tourism activities.
		Learning outcomes
T1 SO2	LO1	• Describe the different types of maps (Range: street-finders, informal picture-type maps, road maps, physical maps, political maps).
T1 SO2	LO2	• Demonstrate the use of a grid for reference on a street map.
T1 SO2	LO3	• Use a street finder or a simple map of a tourist area and draw up a pamphlet, giving clear directions to tourists on how to reach a particular attraction (e.g. a botanical park some blocks away from the hotel) .
T1 SO2	LO4	• Practise standard phrases like: 'Follow the road'; 'At the next intersection, turn to your right'; 'Go straight down for three blocks...' etc.

T1 SO2	LO5	• Identify the location of local places of interest on a map and practise by using map keys or icons for indicating aspects such as restaurants, wine cellars, museums, taxi ranks, railway stations, cathedrals, information bureau's, etc.
T1 SO2	LO6	• Identify a suitable area of accommodation when presented with a tourist profile to ensure that the client will overnight as close as possible to where he or she needs to be, taking infrastructure, transport needs and facilities into consideration.
T1 SO2	LO7	• Select a type of map appropriate for a specific purpose (e.g. physical map of an area when planning a hike, a road map when planning a route for a sightseeing holiday by car, or a street finder when trying to locate the situation of a guesthouse in a suburb).
T1 SO2	LO8	• Plan a very elementary excursion route using maps, e.g. a half-day tour from the city hotel to a local attraction in the countryside.
T1 SO2	LO9	• Plan a very elementary tour route using maps, e.g. a two-day sightseeing trip to a nature reserve and surroundings in the area.
		Subject outcome 3:
T1 SO3		Identify and describe tourist destinations, attractions and events.
		Learning outcomes
T1 SO3	LO1	• List in table format 10 to 15 local, provincial and national destinations, attractions and events.
T1 SO3	LO2	• Collect and organise by means of research and consultation (e.g. with a local tour operator, travel consultant and/or tourism office), information to evaluate the importance of these destinations, attractions and events.
T1 SO3	LO3	• Refer to a list of typical tourist types and match the destinations, attractions and events with tourist interest, using table format.
		Subject outcome 4:
T1 SO4	LO?	Match destinations, attractions and events with a tourist profile.
		Learning outcomes
T1 SO4	LO1	• Refer to a given tourist profile and identify local destinations, attractions and events appropriate to the specific tourist client.
T1 SO4	LO2	• Identify provincial destinations, attractions and events appropriate to a given tourist profile.
T1 SO4	LO3	• Identify national destinations, attractions and events appropriate to a given tourist profile.

		Topic 2: Sustainability of tourism in South Africa
		Subject outcome 1:
T2 SO1		Demonstrate understanding of the ethics and values associated with the idea of Sustainable Tourism
		Learning outcomes
T2 SO1	LO1	• Identify and explain the impact of tourism on the environment and on the community.
T2 SO1	LO2	• Identify and list the benefits of tourism.
T2 SO1	LO3	• Identify and document (paragraph-style) the important issues connected with the protection of natural, cultural and social environment in the local area.
		Subject outcome 2:
T2 SO2		Identify and explain different roles, responsibilities and expectations of key stakeholders (those most closely involved with tourists and tourism enterprises).
		Learning outcome
T2 SO2	LO1	• Explain the different roles, responsibilities and expectations of key stakeholders. (Range: private sector, government, community partnerships; possible benefits to communities or possible exploitation of communities; possible differences between the expectations of tourists and cultural values and expectations of communities).
		Subject outcome 3:
T2 SO3		Apply knowledge of appropriate conservation practice.
		Learning outcomes
T2 SO3	LO1	• Identify and list activities that can cause damage or unnecessary wear and tear to natural and cultural sites.
T2 SO3	LO2	• Explain the correct procedures to report damage and excessive wear and tear to natural and cultural sites.
T2 SO3	LO3	• Describe the importance of prompt action in this regard, by pointing out how immediate action could possibly remedy the damage and, alternatively, how non-action could escalate into serious problems.
T2 SO3	LO4	• Draw up a pamphlet with illustrated ideas and very simple wording, explaining how this can be used to create awareness of appropriate conservation practice within the organisation and the community.

		Subject outcome 4:
T2 SO4		Demonstrate an understanding of fundamental environmental impacts of tourism.
		Learning outcomes
T2 SO4	LO1	• Identify and document fundamental environmental impacts of tourism in terms of:
T2 SO4	LO2	– increased demand for basic resources (food and water)
T2 SO4	LO3	– increased pressure on services (waste disposal, sewerage, power supply)
T2 SO4	LO4	– impacts on local communities (higher volume of people, disregard of own local environment in order to make money from tourism, e.g. using available wood to carve curios, wear and tear or over-burdening of local infrastructure, etc.).
		Subject outcome 5:
T2 SO5		• Demonstrate an understanding of various approaches to tourism.
		Learning outcomes
T2 SO5	LO1	• Describe how community partnerships can be formed, especially regarding communities as co-owners of tourism.
T2 SO5	LO2	• Discuss ecotourism as a tourism approach specifically dependent on and sensitive to South African natural heritage.
T2 SO5	LO3	• Describe the economic approach (with tourism as a mechanism for the creation and distribution of wealth) to ensure a win-win situation.
		Subject outcome 6:
T2 SO6		Identify types of resources integral to tourism.
		Learning outcomes
T2 SO6	LO1	• Describe what heritage resources are. (Range: archaeological, historical, cultural, wildlife and scenic sites) and explain their value to Sustainable Tourism.
T2 SO6	LO2	• Describe in table form the importance of infrastructure, finances, international image, human resources and social and political situations in the development of tourism enterprises.
		Subject outcome 7:
T2 SO7		Demonstrate a basic understanding of sustainability issues pertaining to their direct context.
		Learning outcomes
T2 SO7	LO1	• Identify guest/host interaction and relationships, using a township tour as an example.
T2 SO7	LO2	• Describe building community capacity towards participation, using a hypothetical local community living near a big nature reserve as example.

T2 SO7	LO3	• Discuss tourism as an agent for change and draw up a list of the possible effects of this.
T2 SO7	LO4	• Describe communities as beneficiaries of and participants in tourism, pointing out the importance of nurturing a positive community attitude towards tourism.
T2 SO7	LO5	• Describe ways of reducing the impacts of tourism on the local natural, cultural and social environment.
		Subject outcome 8:
T2 SO8		Reflect on own contribution to sustainability within a tourism enterprise or project.
		Learning outcomes
T2 SO8	LO1	• Develop a model of own place in an environmentally and culturally sustainable enterprise.
T2 SO8	LO2	• List suggestions regarding improved self-performance in relation to students' understanding of sustainability in order to show a consciousness of sustainability.
		Topic 3: Conservation and heritage
		Subject outcome 1:
T3 SO1		Demonstrate respect for others, their possessions and the environment.
		Learning outcomes
T3 SO1	LO1	• Describe respect for other people's possessions in terms of:
T3 SO1	LO2	– own, individual norms
T3 SO1	LO3	– laws and regulations.
		Subject outcome 2:
T3 SO2		Articulate different cultural interests and values with regard to the environment.
		Learning outcomes
T3 SO2	LO1	• Discuss wise/responsible use of natural resources, e.g. medicinal/plant/animal collection, harvesting of animals and firewood.
T3 SO2	LO2	• Describe sympathetic and empathetic interaction with people of different cultural backgrounds and values on environmental issues.
T3 SO2	LO3	• Outline possible different ethical perspectives regarding environmental interest.
		Subject outcome 3:
T3 SO3		Explain which interactions will achieve a successful environment.
		Learning outcome
T3 SO3	LO1	• List interactions between humans and the natural environment that will achieve a successful environment. (Range: littering, fires, water, fauna and flora.)

		Subject outcome 4:
T3 SO4		Demonstrate an understanding of the dynamic processes and agents shaping heritage.
		Learning outcomes
T3 SO4	LO1	• Identify and list historical and current political, economic and biophysical factors, regarding heritage. (Range: individuals, museums, zoos, natural resources, NGO/Community-based organisations, the media, schools, funding agencies, etc.).
T3 SO4	LO2	• Describe their impact on one another.
T3 SO4	LO3	• Discuss their different ways of seeing heritage.
		Subject outcome 5:
T3 SO5		Recognise types of heritage.
		Learning outcome
T3 SO5	LO5	• Identify and document examples of natural, cultural, tangible and non-tangible types of heritage.
		Subject outcome 6:
T3 SO6		Use understanding of heritage to enhance performance.
		Learning outcomes
T3 SO6	LO1	• Research and describe different South African heritages.
T3 SO6	LO2	• Identify options for using heritage in everyday work.
		Subject outcome 7:
T3 SO7		Recommend possible alternative elements for inclusion into a tourism experience.
		Learning outcomes
T3 SO7	LO1	• Identify issues of heritage for inclusion into a tourism experience (in order to enrich the experience).
T3 SO7	LO2	• Recommend new heritage signs on a tourism route.

Critical cross-field outcomes

The critical cross-field outcomes are covered throughout the book:
1. Identify and solve problems that arise, either in the daily running of a tourism enterprise or when dealing with the general needs of tourists as clients, in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others in a variety of contexts: as a staff member in the tourism office; as part of a service excellence team; as leader or guide to a tour group; as a member of a particular tourism organisation; or being involved in a tourism project to involve and benefit the local community.
3. Organise and manage oneself and one's activities responsibly and effectively to utilise sound business and marketing skills and to combine these with the

basics of the Sustainable Tourism in order to successfully work towards a tourism industry where service excellence is the main object, because ultimately tourists don't go where they don't receive friendly and professional treatment.

4. Collect, analyse, organise and critically evaluate information that will continuously help to improve standards in the tourism workplace, or that will serve towards the development of the national tourism industry.

5. Demonstrate an understanding of the world in general, and the tourism world in particular, as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

6. Communicate effectively with tourists, using visual and/or language skills in the modes of oral and/or written presentations whilst showing awareness throughout of possible communication barriers such as language or cultural chasms.

7. Use modern technology effectively and critically towards faster and more accurate tourism administration and to keep the tourism industry in tune with our computerised world, but always showing responsibility towards the environment and the health of others in the spirit of conservation and ecology.

8. Contribute to the full personal development of each learner and the social economic development of society at large, by making it the underlying intention of the tourism learning programme to make the individual aware of the importance of knowing that self-improvement plays a key role in an individual's success.

    8.1 Reflect on and explore a variety of strategies to learn more effectively those service characteristics and skills that are needed in a service business such as tourism.

    8.2 Participate as responsible citizens in the life of local, national and global communities by not only serving in a travel industry that makes physical contact between local, national and global communities possible, but by also striving to preserve those very communities through sound Sustainable Tourism practices.

    8.3 Use the opportunity of working with so many tourist clients from all walks of life and from all over the world, to be culturally and aesthetically sensitive across a range of social contexts.

    8.4 Explore education and career opportunities by examining all the various sectors of the tourism industry and (through practical work) some of the employment possibilities.

    8.5 Develop entrepreneurial opportunities such as starting up tourism SMMEs by examining marketing principles and entrepreneurial skills, and by practising how to develop a business plan.

The interrelationship of SOs

The chapters in the Student's Book are based on the topics set out in the curriculum document. However, because of the interconnected nature of the subject matter, the material in the Student's Book does not always follow the exact order as given in the curriculum document. We presented the text in a logical, practical order, while still covering all the required learning outcomes. In some instances, LOs have been integrated within SOs, as indicated in the table at the beginning of each unit in this Lecturer's Guide.

Learning Outcomes

Each SO has its own ASs and LOs. LOs describe the level at which students should demonstrate their achievement of the SOs. The LOs:
• are level specific
• give more detail to SOs
• serve as a benchmark to be achieved by the student in a specific level
• describe ways of achieving the SOs
• define the levels of progression within and across each level in the FET band
• change from level to level.

The Sustainable Tourism ASs have been designed in such a way that there is natural progression within and across levels.

In the Student's Book, the ASs have been used to develop different units per chapter. ASs are tabulated at the beginning of each unit.

Approach and teaching of Sustainable Tourism

Sustainable Tourism is one of the subjects employed to achieve OBE. This means that the CCOs incorporating knowledge, skills, values and attitudes will be acquired by learning this subject. This subject will contribute towards the process of lifelong learning and the achievement of the CCOs.

Content and design

The Sustainable Tourism programme is vocationally orientated and aims to equip students adequately for the entry into the world of work, providing him or her with practical knowledge and skills required in the wider tourism sector. Sustainable Tourism integrates academic knowledge and theory with practical skills and values in which students have to demonstrate competence.

Approach

Students learn best when they discover and do things, have fun, communicate in various ways, are not afraid of failing while attempting tasks, and feel good about themselves when they are successful. Sustainable Tourism creates opportunities to relate what is learnt to real-life experiences that can be observed through practical experience, simulation and the media. It requires students to learn through discovery, participation and contribution, communication, critical thinking, reasoning, analysing and reflecting. The approach is student-centred, where the lecturer is both a facilitator and a mediator. The lecturer uses team tasks, group work and an assortment of resources, which may include parents, other members of society and stakeholders. The lecturer should motivate the students to take ownership and accept responsibility for their own learning by giving them constant feedback and assurance that they are developing the required knowledge, skills and values.

Students must investigate, explore, research and monitor actual accounting and commercial events. They should participate in role-play activities to help them see

how people interface and interact with one another. They should develop their own value system through arguments and debates, and be given opportunities to express their opinions.

It is strongly recommended that you have an up-to-date reading shelf in the Sustainable Tourism classroom. This shelf should have newspapers, relevant magazines, printed Internet articles and other print media associated with Sustainable Tourism. Students should monitor news events relating to tourism and the environment. The Sustainable Tourism lecturer should be ahead of the students in this respect.

The local environment should also be taken into account when you are teaching Sustainable Tourism, and lecturers should include practical sessions and field trips in their planning and preparation.

It is important to try to arrange for guest speakers to address the students on certain issues and topics.

Create as many opportunities as possible for students to make presentations. Allow time for debates, where students should be given the opportunity to analyse, interpret and express ideas, defend an argument and draw conclusions.

Including students with special needs (SSEN)

Students with disabilities and special needs should not be excluded from activities. These students should get the opportunity to decide at which point to stop or take up different tasks. Ensure that disabled students get the necessary assistance and support. The presentation hints in the Lecturer's Guide will often suggest ways to accommodate students with special needs.

Lecturers should implement innovative, resourceful teaching and learning strategies in Sustainable Tourism to accommodate an inclusive education system and to develop the full potential of all students, including those with physical, mental and emotional barriers to learning. Students with special needs, which include 'gifted' students, should also be incorporated into the planning of and preparation for learning. Here are some ideas for students with special needs:

- Arrange an oral instead of a written examination for dyslexic students. Dyslexic students should not be penalised for spelling errors.
- Enlarge the text, where possible, for visually impaired students.
- The Student's Book will have to be written in Braille or put onto an audio tape for blind students. Work done in Braille is very bulky, but if it is put into a lever-arch file, it is easier to work with. The written text should also be written above the Braille 'print' so that lecturers unable to read Braille can help students.
- A concession of extra time may be given for students who cannot write quickly. The 'rule of thumb' is 15 minutes extra time for every hour.
- In any assignment where reading is involved, a tape recorder can be used for those students who can listen and follow with the taped text.
- Allow students to use the spell-check function on computers. Students should also be allowed to use dictionaries. .
- Design assignments and examinations in such a way that the writing requirements are minimised (e.g. make use of multiple-choice questions instead of essays).

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- On field trips, arrange for students with behavioural problems to be placed with good role models.
- On any fieldwork activities, remember to take a list of any medication requirements (the time medication needs to be administered, etc.).
- When doing any task in class, wheelchair-bound students must be accommodated by ensuring that all materials are in easy reach. Ensure there is enough space for the wheelchair or for a child using crutches.
- Students who move around with difficulty (e.g. on crutches) could use office chairs on rollers where these are available.
- The visually impaired student should be allowed to familiarise him- or herself with the classroom.
- Where students are required to do a presentation, use a sign language interpreter for deaf students and a facilitator to help blind students with visual aids.
- Always consider wheelchair accessibility where fieldwork is required. You should contact or visit the venue beforehand to find out whether there is wheelchair access.
- When using graphs or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.
- In group work, be aware of students who are hard of hearing. Always face the student and talk clearly, but not too loudly. Think about including a sign language interpreter for deaf students.
- Some students may not be comfortable with delivering a verbal presentation in front of the class. Help these students by giving them ideas on how to be well-prepared before making a speech (e.g. using well-chosen visual aids to help them through the presentation).

The FET Sustainable Tourism lecturer

All subjects in the Vocational Programme Levels 2–4 have new features with which lecturers must cope. Lecturers are required to be OBE compliant and should implement policy laid down by the Department of Education. In essence, this means that SOs and LOs for the FET band should be adhered to.

The lecturer is an interpreter and designer of Sustainable Tourism learning programmes and materials who should share lesson plans and notes, allow fellow lecturers to observe classes or lessons, review lesson plans, plan worksheets, give plans for advanced students and students with special educational needs, and show evidence of different evaluations and assessments.

There is a strong focus on the acquisition of literacy and numeracy skills in the FET band. In Sustainable Tourism, language and mathematic literacy skills are relevant. It is important for students to develop communication and quantitative skills in Sustainable Tourism. This may create an opportunity for the Sustainable Tourism lecturer to occasionally engage in cross-curricular activities.

An FET Sustainable Tourism lecturer should undertake professional development as an ongoing and long-term activity. Lecturers are encouraged to enrol for continuing lecturer development provided by Higher Education Institutions (HEIs). The national and provincial departments of education offer courses and workshops, and lecturers are urged to attend these.

Lecturers should try to network with:
• other lecturers at their own or other colleges to share ideas and student support materials
• enterprises that could assist in promoting and developing the subject
• the immediate community in which they operate
• other stakeholders who have an interest in the students and the subject.

Lecturers should assist students to assess their own learning and help them to analyse and interpret results so that they can improve the learning process and programmes. They should give praise, feedback and encouragement where necessary on the basis of assessed activities.

Lecturers should also be involved in frequent school-based or cluster-based gatherings and meetings to reflect on teaching and to contribute towards joint planning.

The Sustainable Tourism student

Students emerging from the GET band are students who have acquired skills, knowledge, values and attitudes underpinned by the critical and developmental outcomes.

The Learning Outcomes in Sustainable Tourism and other learning areas (GET band) have benefited students in the following ways. They will be students who:
• possess an improved ability to identify and solve problems
• can make responsible and informed decisions using critical and creative thinking skills
• have gained the ability to co-operate and work harmoniously with others in various group contexts
• can demonstrate managerial, administrative and consumer skills, and fulfil a meaningful role in the tourism environment
• have been equipped with the skills to collect, analyse and organise information from a variety of sources, and who can critically evaluate information
• have acquired the ability to use different ways to communicate information
• have generally gained an understanding of the world as a set of interrelated systems – locally, regionally, nationally and globally
• have gained an improved understanding of reconstruction, sustainable growth and development, and can reflect critically on the related processes
• have learnt to negotiate, share, take responsibility and participate in the economic matters of their communities, societies and country, and on a global scale
• have dealt with cultural and aesthetic issues in a tourism context, and have gained improved sensitivity in dealing with these issues
• have gained knowledge, skills and attitudes in applying entrepreneurial competencies and exploring related education and career opportunities.

The skills students acquire in Sustainable Tourism include the ability to:
• argue logically (recognise an argument, identify reasons, identify conclusions)
• discriminate between fact and opinion
• demonstrate numerical and spatial skills (arithmetic, mathematics, statistics)

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- communicate effectively (debate, oral presentation)
- think critically (interpret and evaluate information, identify assumptions, ask pertinent questions, point out implications)
- solve problems (identify relevant selection, identify similarities)
- make predictions
- investigate/research.

It is important for students to develop language skills so that they can express themselves in a way in which they are understood. Sustainable Tourism has its own unique language and some words often have different meanings from everyday language.

Sustainable Tourism also requires students to develop practical skills such as compiling tables, drawing graphs, illustrating models, making sketches and diagrams. Students should also acquire technical knowledge such as the formats and characteristics of essays, assignments, reports, journals, portfolios and summaries.

Sustainable Tourism students should master mathematical skills (from simple numerical calculations to calculating and converting percentages, applying statistical applications, drawing graphs, etc.).

Values are as important as knowledge and skills, and are required to achieve the SOs. The three groups of values promoted by our Constitution and society are listed below.

Educational values	Social values	Sustainable Tourism values
• neat work • good manners • discipline • active participation • assertiveness • consistency	• equality • Ubuntu • honesty • respect for the 'rule of law' • respect and sensitivity • inclusivity • justice • dignity and self-image • morality	• rationality • efficiency • creativity • dedication • proactivity • productivity • innovativeness • consultation

Sustainable Tourism and the NCS principles

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key NCS principles and values of social transformation; progression; articulation and portability; human rights, inclusivity, environmental and social justice; and valuing of indigenous knowledge systems.

OBE, integration and applied competence; progression, credibility, quality and efficiency; high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the five topics.

Social transformation

The NCS builds on the visions and values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the students' personal development, we should ensure that we build a national South African identity.

Valuing indigenous knowledge systems

The rich history and heritage of South Africans need to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities have to be included in our actions and thinking regarding tourism.

Human rights, inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other rights to freedom of religion and belief, expression and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

In Sustainable Tourism we have endeavoured to build these principles into the text and the activities. Items directly or implicitly included in the ASs regarding human rights, inclusivity, HIV/Aids, environmental sustainability and socio-economic justice are listed below.

i	Global economic arrangement and its impact on human rights and the environment
ii	Industrialisation and the promotion and violation of human rights and the environment
iii	National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
iv	Labour movements and labour rights (South African labour rights framework)
v	Workers' rights and responsibilities
vi	Conventions and declarations of the International Labour Organisation
vii	Convention on the rights of the child
viii	Agenda 21 (Global partnership agreement to meet the challenges of environment and development, Rio Earth Summit 1992)
ix	Mobilisation of indigenous knowledge in relation to indigenous economic systems and practices (past and contemporary)
x	Employment equity and basic conditions of employment
xi	Empowerment and government tender regulations
xii	Black economic empowerment
xiii	Patterns of unequal distribution (income, land, wealth, access to natural and other resources, etc.)
xiv	Taxation and compensation for human rights abuses
xv	Land restitution

xvi	Food distribution, hunger and starvation
xvii	Trade relations, exports, imports and treaties
xviii	Economic activity and the degradation of the environment
xix	Environmental impact assessment, environmental management practices, and economic and industrial development
xx	Community participation in local economic planning and activities
xxi	The role of marginalised groups in the economy (women, refugees, etc.)
xxii	Access of marginalised groups to participate in the economy
xxiii	The structure of economy and exclusion
xxiv	Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc.)
xxv	Economic exploitation, slavery, colonialism and imperialism

Outcomes-based education

Outcomes-based education forms the foundation of the South African curriculum. The SOs and ASs have been derived from the CCOs, which were inspired by the Constitution, and will ensure that knowledge, skills and values are articulated.

High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each level. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in all students. In Sustainable Tourism the necessary knowledge and skills have been built into the text and the activities.

Articulation and portability

Articulation refers to the relationship between qualifications in the different NQF bands (GET/FET) and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

Planning for the Sustainable Tourism curriculum

It is imperative for lecturers to plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specified level if the lecturer does not plan adequately. Planning could be summarised as follows:

• a three-year subject framework *(macro planning)*
• a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment and that will spell out 'term plans' of work to be covered in a particular term *(meso planning)*
• weekly and daily planning (lesson plans or learning experiences) specifying activities *(micro planning)*

Example of a work schedule for Sustainable Tourism

The work schedule below is a rough estimate of time to be spent on each unit. Variations may occur, but it is advisable to adhere to the schedule as set out below. The weighted value of topics is given below the work schedule.

This schedule is based on a 32-week teaching year (excluding examination time).

The Assessment Tasks are indicated: (T) = teacher assessed; (P) = peer assessed.

This Assessment Plan provides for a continuous Internal Summative Assessment Task that runs through most chapters and units.

All the Formative Tasks are part of the Internal Continuous Assessment process and can be used as portfolio tasks. However, there are many more than the minimum requirement of six tasks. You should select from all the tasks those that best demonstrate the students' competence. We have presented four closed-book tests and four open-book tests, as required for the portfolio of evidence.

Topics	Weighted value
1. Tourism in South Africa	50
2. Sustainability of tourism in South Africa	25
3. Conservation and heritage	25
TOTAL	**100**

Work schedule for Sustainable Tourism

Week number	Units		No. of weeks
Chapter 1 South Africa			
1	1	Provinces and cities	2
3	2	South Africa and its neighbours	1
4	3	The South African landscape	2
Chapter 2: Finding your way in South Africa			
6	4	Maps and signs	2
8	5	Getting around	1
Chapter 3: Tourism in South Africa			
9	6	Destinations in South Africa	4
13	7	The local tourism industry	4
Chapter 4: Tourism and the environment			
17	8	Our environment	1
18	9	The impacts of tourism	2
20	10	Sustainable tourism	1
21	11	Approaches to tourism	1
Chapter 5: Culture and Heritage			
22	12	What is culture?	1
23	13	Heritage resources	2
25	14	Heritage sites	1
Chapter 6: Tourism practice			
26	15	Understanding heritage to enhance performance	2
28	16	Recognising our heritage	2
30	17	An alternative tourism experience	1
31	18	Enhancing your client's tourism experience	1
Chapter 7 Stakeholders and legislation			
32	19	Stakeholders in the tourism industry	0,5
32	20	Tourism and the law	0,5
			32

Designing a learning programme

A learning programme is a tool that enables lecturers to plan for sequenced learning, teaching and assessment opportunities across the FET Band (i.e. Levels 2–4) so that a point is reached where all five Subject Outcomes in Sustainable Tourism have been achieved in a progressive manner.

A learning programme consists of the following three stages of planning:
- subject framework
- work schedule per level
- lesson plans.

The following steps should be considered when designing a learning programme:
Step 1: Clarify the SOs
- Check the policy documents to check the SOs and ASs for the learning programme.
- Critical cross-field outcomes also need to be taken into account.

Step 2: Clarify the kind of evidence required
- Consult various resources, including the curriculum policy documents, to determine what students are expected to achieve and identify relevant source materials. The purpose is to establish what should be included in the learning programme and to what level.
- List the knowledge to be included: facts, concepts, theories, etc.
- List the skills to be developed. These may be subject-specific skills, such as using scientific equipment, or general skills such as group work, time management or research skills.
- List the contexts that will help focus on attitudes and values. We cannot 'teach' attitudes, but we can create opportunities for students to form, test and even change their attitudes, beliefs and values. We create these opportunities by focusing on real-life contexts that encourage students to express and explain personal views on issues.
- Decide on the assessment activities, methods and tools that will be used during the programme. Decide on what assessment will take place and how this will be recorded and reported.

Step 3: Design the teaching, learning and assessment plan
- Draw up a plan that puts what will be learnt into a sequence for delivery in class. Divide the learning programme into sections (or chapters, or learning experiences or lessons). This should match the time allocated on the level plan.
- Work out how long each section will take. Allocate an appropriate number of periods for each section. Include time for assessment.
- If students need to draw on previous work or on learning from another subject, check with other lecturers.

Step 4: Design each learning activity or experience
- Plan what will happen at each stage during the learning experience, lesson or period, and allocate an approximate time, in minutes, for each stage. Allow time for questions, unexpected interruptions, etc.
- Decide on which learning methods to use. Will learning happen through direct presentation? Will students do tasks? Will students work alone or in groups? What must be done in class and what will be given for homework?
- Plan what resources will be needed and in what quantities.
- Plan the assessment tasks, questions or assignment.

Step 5: Reflect, record and prepare
- Reflect and note what worked and what needs to be changed.
- Decide what learning programme needs to be completed next.

Template for a lesson plan (learning experience)						
Subject:		Topic:		Level:		
SOs:						
COs:						
DOs:						
LOs:						
Lecturer's actions	Student activities	Key concepts/ content	SKVs	Assessment strategies	Resources	Estimated time
Expanded opportunities:			Enrichment:			
Special needs:			Homework:			
Reflection:						
Lecturer			Date	Comment		

Lecturers should reflect on the lessons taught and assess themselves to ensure that NCS standards and quality lessons are in place. The following checklist may help.

Have I ...	Yes	No
checked all policy documents for curriculum requirements?		
selected SOs for the subject and the relevant LOs and checked that all activities and assessments are linked to the SOs and LOs?		
considered related SOs and LOs from other fields of learning?		
decided on a logical set of knowledge and skills (including communications and presentation skills) as part of the programme?		
included values, attitudes, opinions, decisions and predictions in the programme?		
balanced skills, knowledge, insight and personal learning in the programme?		

checked that the programme is at an appropriate level of rigour, depth and breadth for the level, age and level of development of students?		
decided on tasks and/or tests as the assessment strategy for the programme?		
developed an overall teaching, learning and assessment plan for the programme?		
planned each lesson in such a way that I have …		
• planned and prepared resources for each learning experience?		
• put everything in the plan into a sequence of delivery?		
• added time limits to every section (to a maximum of 80%)?		
• referred to what students already know of the topic?		
• balanced direct and student-centred activities?		
• planned learning activities that create assessment evidence?		
• allowed students to be able to assess their progress?		
• balanced group and individual work?		
• planned for students to read, write, speak and listen?		
• included integrated activities that are realistic and feasible?		
• referred to the real-world applications and contexts?		
• catered for different learning styles in some way?		
• thought about homework or projects?		
• listed, provided, checked and reproduced resources?		
• identified any new or difficult words?		
• included questions that test comprehension, logic, etc.?		
• prepared assessment instruments and checked them?		
• checked alignment to the COs and DOs?		

Internet sites

It is recommended that you use Internet sites. See page 118 for a list of useful Internet sites.

Assessment

Assessment in the National Certificate (Tourism) 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
  - nation-building

Assessment in OBE should be part of the continuous and integrated process of focusing on students' growth and development. Assessment should take place in the context of a friendly, caring, non-judgemental environment, and serve as a positive affirmation of the student.

The Subject Assessment Guidelines (SAG) use assessment in both formative and summative ways in order for students to demonstrate the SOs in relevant contexts. Managing assessment involves three stages:
- collecting evidence
- recording assessment
- reporting.

Assessment is part of the learning process in OBE and should not be seen as a separate activity. Assessment is done to:
- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- provide information for reviewing and evaluating learning programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

The following aspects are assessed:
- SOs
- ASs
- LOs
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

Baseline assessment takes place *at the beginning* of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

Diagnostic assessment takes place *throughout* the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

Formative assessment is used *throughout* the learning process to establish whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

Summative assessment takes place *over time and at the end* of a learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

METHODS OF ASSESSMENT
(Who carries out the assessment?)
Self-assessment
Peer assessment
Group assessment
Lecturer assessment
TOOLS AND INSTRUMENTS FOR ASSESSING STUDENT PERFORMANCE

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/tasks
• Projects
• Investigations/research
• Case studies
• Practical exercises
• Demonstrations
• Role play
• Interviews
• Examinations
• Class tests
• Practical examinations
• Oral tests
• Open book tests

Assessment tools
• Observation sheets
• Individuals' notes
• Comments
• Checklists
• Rubrics
• Marks (e.g. %)
• Rating scales (1–4)

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 ended: Students use same process to achieve different end points
• All students answer the same questions in the same way and within the same time

Reporting tools
• Report card using national codes and comments on competence
• Lecturer-parent interview
• Lecturer-student interview
• Written comments in student work books
• Day-by-day assessment sheets, etc.

The table below can be used as a checklist to determine whether the assessment target meets the method. For example, if you want to assess skills, performance-based and observation-based assessment are the best methods to do this *(check that they both have a rating of 5).*

	Objective	Essay	Performance based (individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from McMillan (1997) Classroom Assessment: Principles and Practice for Effective Instruction

Assessment principles

For assessment to be effective it should be:
- A **valid** process that integrates knowledge, skills and values. There should be evidence that has been collected on a number of occasions and in a variety of contexts and situations.
- **Level-appropriate.** It should be appropriate to the knowledge, skills or attitudes to be assessed, and to the development level of the student.
- **Focused.** It must assess what it is intended to.
- **Reliable.** All assessment should be monitored and reviewed so that there is standardisation and consistency in the interpretation of the evidence.
- **Fair and transparent.** Students must know how they are going to be assessed and what criteria will be used for assessment.
- **Flexible.** Assessment must cater for and take cognisance of different learning styles, and a range of assessment techniques should be used.
- **Authentic, continuous, varied** and **balanced**.
- An **ongoing, integral part** of the learning process.
- **Accurate, objective, practicable, effective** and **time-efficient**.
- **Bias-free** and sensitive to **gender**, **race** and **cultural background**.
- Used to identify areas where students need **support** and **remedial intervention**, or provide evidence of progress in achieving outcomes.

Assessment methods

Some of the assessment methods used in OBE and other education systems are explained below.

- **Self-assessment.** Students assess themselves against given criteria (skills that are important for life-long learning), which may be reflected on a self-checklist. Students reflect on their own performance and recognise the limitations of their work.
- **Peer assessment.** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each other's work and/or counting the marks.
- **Three-way assessment.** This provides an opportunity for students, lecturers and care-givers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Care-givers respond with a comment on the student's achievement and progress.
- **Test-based assessment.** The same evidence is gathered for all students in the same way and at the same time. It is far more rigid process. A mark or a score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment.** These include well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment.** This is a direct or systematic observation of a student's performance or an examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specified tasks (e.g. projects, debates, assignments, speeches and presentations).

Internal continuous assessment (ICASS)

Assessment should be ongoing and link learning and products. In OBE, planning takes place with the SOs and LOs in mind. As we assess, we make decisions that are based on that assessment, and then those decisions will in turn be assessed, and so on, which is the principle of continuous assessment.

Internal continuous assessment is abbreviated as ICASS and referred to as college-based assessment by using instruments such as projects, tests, assignments, investigations, role play, case studies, etc. ICASS is an ongoing process of gathering valid and reliable information (evidence) about the performance of the student during a year or level. ICASS is undertaken either in a real workplace, a simulated/ workshop or structured environment, is moderated internally, or externally quality assured by Umalusi. The results and findings of ICASS should be recorded, reflected upon and reported on by giving positive, supportive and motivational feedback to students, other lecturers, care-givers and any other bona fide interested parties.

The practical component of ICASS involves that all ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

ICASS:

- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student
- enables lecturers to pace students and provide enrichment
- sets well-defined outcomes for the students to achieve
- ensures that the learning programme is significant for the student, and prevents 'teaching for a test'
- covers a wide spectrum of learning activities and tasks
- is transparent, as students are aware of the assessment criteria
- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression
- involves assessment of knowledge, skills, values and attitudes
- encourages lecturers and students to appraise their own work.

A compulsory component of ICASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires the **integrated application of competence** and is executed under strict assessment conditions. The duration of the task should aim to equate a 4–7 hour work session and should take place in a simulated or structured work environment. This is the most significant test of the students' ability to apply the knowledge acquired. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

Number and forms of assessment for Level 2 assessment programme

At Level 2, an internal assessment component counts 50% of the final assessment mark. An example of the requirements of the internal assessment programme for Level 2 is summarised as follows:

Term 1	Term 2	Term 3	Total
1 x Task e.g. Assignment	1 x Task e.g. Project	1 x Task e.g. Presentation (oral and written)	3 x Tasks
1 x Test		1 x Test	2 x Tests
	June Examination	September Examination	2 x Exams
			7

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of Sustainable Tourism.

The tasks should be carefully designed and will give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of assessment forms are debates, presentation, projects, simulations, assignments, models, case studies, long essays and research projects.

Instrument 1: Control tests (two per year) and examinations (two per year)
The following conditions apply to control tests:
• All classes in the same level write the same test at the same time.
• The tests should be based on accumulated work.
• Moderation of the question paper and answer scripts should take place at college level (internal college moderation).
• Tests should be written under examination conditions.
• Questions should comply with the end-of-year examination standards.
• Where there is more than one lecturer teaching the subject, agreement should be reached on the scope, date and time of the test.
• The structure and mark allocation should be similar to that of the final National Senior Certificate (NSC) Level 2 examination.

Instrument 2: Research assignment (min. of one per year)
For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that the students can form their own opinions on the basis of acquired subject knowledge. Assignments may also be in the form of practical research.

Instrument 3: Project (min. of one per year)
• A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some definite goal of real personal value.
• Students should be encouraged to develop research, critical thinking and problem-solving skills.
• Projects should be tackled without close supervision, but with assessor (lecturer) guidance and support.
• Students should be given the assessment criteria before starting the project.
• Students will need to complete at least one project according to CASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
• It is suggested that projects are dealt with in the first term.
• The project should consist of 4–10 handwritten pages, excluding pictures, graphs, displays, etc.

When a project is prepared, the following minimum requirements should be met:
• a title page
• a table of contents
• text divided into paragraphs

- references to sources
- the text could include pictures, photos, diagrams, graphs, etc.
- the project should be presented in an acceptable way (bound or stapled).

Instrument 4: Oral presentation (min. of one per year)

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end result of the activity (the product), or the carrying out of the activity (the process), or a combination of both.

Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start the presentation.

Day-by-day assessments: practical application

Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

Scenario/case study

Students are presented with a real-life situation, a problem or an incident related to the learning outcome, and are expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

Role plays

Students are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the student may be briefed on the particular role to be played. Such assessments are open-ended and are person-centred.

Oral questions

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

Observations

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as they respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

Class tests
- Lecturers design their own diagnostic tests and conduct these during instruction time and at their discretion according to the needs of the class.
- Objective tests could include multiple choice, matching, true or false, and short answer completion, and could be used to assess the theory parts of the subject.
- Class tests should cater for the multiple intelligences of the students, and appropriate rubrics could be used for assessment.

Debates
Topics for debates should relate to the ASs and be formulated as contentious statements. Students should be given sufficient time to research their topics and prepare their arguments. Students should not exceed a time limit of three minutes per speaker. Students engage in a formal debate in groups not larger than eight.

Portfolios
Lecturers and students should have portfolios in which they collect evidence of school-based learning and assessment. Portfolios facilitate moderation and verification processes, and should be readily available for this purpose.

The **lecturer's portfolio** should contain all the instructions, assessment criteria and rubrics relating the Annual Assessment Plan given to the students. Each student should have a **student's portfolio** that contains assessed items as evidence used to calculate his or her internal assessment mark. Portfolios should have a clear intent and purpose that is linked to AS.

Grading students' work

Sustainable Tourism, as is the case for all the other vocational subjects, will be assessed according to four levels of competence. Each level description is contained in the table below.

Scale of achievement for the vocational component

Rating code	Rating	Marks %
4	Outstanding	80–100
3	Competent	70–79
2	Not yet competent	60–69
1	Not achieved	0–59

Subject competencies have been described to distinguish the level expectations of what students must know and be able to achieve. The descriptions for Sustainable Tourism are outlined in the Subject Assessment Guidelines for Sustainable Tourism (National Certificate Level 2 – Tourism).

Both college-based and external assessment should be criterion-referenced. Marks could be used to evaluate specific assessment tasks, but the tasks should be assessed against rubrics. Tasks or questions should address an aspect of a particular outcome and the AS should be used when creating a rubric for assessing that task or question.

Assessment in Sustainable Tourism

External assessment in Level 2 Sustainable Tourism will count 50% and college-based assessment or internal assessment counts 50% towards the student's progression mark . The college-based assessment (ICASS) component, in turn, has a summative component (internal examinations and standardised tests) and a formative component (assignments and tasks to develop subject skills: e.g. monitoring and research activities, presentations, debating, numerical calculations, summarising, memorising.)

Tests and examinations will focus on assessing knowledge and understanding, mainly through the application of the acquired subject-specific knowledge and skills of the student.

Summative assessment

The summative component of college-based assessment comprises 50% of the total for the year. At Level 2, the summative component of ICASS includes standardised tests.

Questions typically start with command or key words. These words indicate which skills are required when answering the question. If candidates are asked to evaluate a problem, but only show knowledge and understanding, they will lose most of the marks for that question. The meanings of the most frequently used verbs are listed below.

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. define heritage resources).
Describe	Give an account (e.g. describe the tourism product).
Identify	Single out from other information (e.g. identify the types of tourists).
Illustrate	Use examples to explain a point (e.g. illustrate by means of an example the value of Sustainable Tourism).
List	State briefly (e.g. list three modes of transport).
Outline	Give a brief description (e.g. outline the role of government organisations in tourism).
State	Give or say (e.g. state two reasons why tourists travel).
Summarise	Bring out the main points from a complex set of data (e.g. draw a mind map that summarises the sectors in the tourism industry).
What	Clarify a point (e.g. what are the main characteristics of a successful tourism operation?).
Application	
Apply	Use knowledge of Sustainable Tourism to understand an issue or to solve a problem (e.g. apply your knowledge on equity to identify whether the following transactions would have a positive or a negative effect on equity).
Calculate	Use mathematics to work out an answer (e.g. calculate the cost price of a tour).

Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. distinguish between the characteristics of a travel agent and a travel organiser).
Explain	Make clear (e.g. explain the process of making reservations).
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct – 'suggest' may require candidates to analyse a problem and not just apply Sustainable Tourism problems (e.g. suggest reasons why a business would sell to customers on credit).
Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem – analysis involves recognising what is important, and applying knowledge and understanding of Sustainable Tourism (e.g. analyse the payment procedure).
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. compare by tabulating the similarities and differences between mass travel and individual travel).
Examine	Break down an issue or problem to understand it (e.g. examine the role of communities in Sustainable Tourism).
Investigate	Look for evidence to explain and analyse (e.g. investigate the economic impact of tourism and present your findings in a report).
Evaluation	
Assess	Analyse an issue or problem and then weigh up the relative importance of different strands (e.g. assess the success of the different methods used to make tourism sustainable).
Comment on	Invites students to make judgements on the basis of the evidence they have presented (e.g. comment on why good management is the key to a successful business).
Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. critically analyse the three options to conserve heritage sites).
Do you think	Invites students to give their own opinions about an issue or problem, but marks will always be awarded for the quality of the argument and not for any individual opinions (e.g. do you think it is better for a business to sell on credit than only for cash?).
Discuss	Compare a number of possible views about an issue and weigh up their relative importance – a conclusion is essential (e.g. discuss the importance of screening customers before allowing them to buy on credit).
Evaluate	Similar to discuss; to compare a number of possible views – a final judgement is essential (e.g. evaluate the advantages and disadvantages of tourism).
To what extent	Explain and analyse and then comment upon the relative importance of the arguments (e.g. to what extent should a tour guide make use of loans to finance his or her business?).

Summative assessment involves a minimum of three control tests (at least one per term for the first three terms).

Formative assessment

Formative assessment informs the lecturer and the student of the student's progress. It contributes towards the formation and the development of the student's formative years. The formative component of college-based assessment comprises 50% of the total marks for the year. The formative component of ICASS must include various activities, for example:

- research and monitoring of relevant, contemporary tourism issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day-to-day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

The formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intra-personal, musical-rhythmic, bodily-kinaesthetic, mathematical/logical, spatial) of students in an inclusive education context.

A **performance assessment** is a direct observation of an actual student performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as a laboratory or a classroom), or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an 'authentic assessment'. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

Characteristics of performance assessments:

- Students are expected to perform, produce, create or do something.
- The skills are those displayed by individuals outside the classroom (i.e. in society or in the workplace).
- Higher-order thinking processes and problem-solving skills are required for these tasks.
- They provide opportunities for students to present and explain their work.

The following steps are suggested to develop a performance assessment.

- Clearly identify the outcome(s) to be assessed (i.e. create a clear and appropriate target for the students).
- Determine the purpose of the assessment and the use of the results.
- Design a performance task that will elicit the expected outcome(s).
- Specify the assessment criteria.
- Select and construct the storing and recording instruments(s).

Performances include everyday teaching and learning activities such as projects, debates, assignments and speeches. When performing, students are applying their skills in a way that is integral to the teaching and learning process.

The external assessment component (50%) – Level 2

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the students. It consists of a written examination paper that is externally set, marked and moderated.

An example of a typical Sustainable Tourism Level 2 examination that is externally set, marked and moderated is outlined below:

A typical Sustainable Tourism Level 2 examination (external assessment) question paper		
Number of papers	1	
Time	3 hours	
Marks	200	
Format		
Section 1; Compulsory (must cover all topics) Sub-total = 50	This section will include different types of objective questions, i.e. This question of 50 marks must consist of short questions e.g. true or false, monkey puzzle, one word for, etc.	
Section 2 (compulsory): Sub-total = 150	Four questions (of 50 marks each) of which 3 are compulsory. The 4 questions cover all topics according to the following weight:	
	Function in a business environment:	40%
	Human relations with respect to colleagues with special needs:	20%
	Client service in a cultural context:	30%
	Health and safety according to the OHS Act:	10%

Suggested guidelines for the distribution of the levels of questioning are indicated in the table below.

Level of questioning	Percentage
Level 1 – Knowledge and comprehension	40%
Level 2 – Application	20%
Level 3 – Analysis, synthesis and evaluation	10%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on the seven-point scale.

Bloom's taxonomy may be used as a guide to setting questions.

Action verbs according to the cognitive level of Bloom's taxonomy

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	compare	adapt	categorise	combine	appraise
describe	define	compute	classify	compose	critique
identify	describe	discover	compare	create	decide
label	distinguish	draw	contrast	depict	evaluate
locate	explain	gather	deduce	design	judge
name	generalise	graph	differentiate	develop	justify
recognise	illustrate	modify	distinguish	incorporate	recommend
select	infer	operate	explain	integrate	consider
state	interpret	prepare	generalise	invent	support
memorise	match	revise	infer	organise	relate
	summarise	show	predict	plan	summarise
	rewrite	solve	relate	predict	
	paraphrase	survey	solve	produce	
	express	use	modify	structure	

Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytical, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytical rubrics score the individual parts. It is important to note that:
• the student is assessed only once for each criterion within a rubric
• the comments column should be completed, as this makes the moderation process easier
• rubrics can be used individually or combined with others
• rubrics may be joined together for ease of marking
• lecturers are encouraged to formulate rubrics in consultation with other lecturers at cluster or college level
• working in clusters and setting up collaborative rubrics would bring about comparable standards.

The following steps may help you in drawing up a rubric:

Step 1:   Examine the AS that describes the task.
Step 2:   Specify the skills, knowledge and attitudes to be evaluated.
Step 3:   Identify the observable attributes.
Step 4:   Identify the attributes that you do not wish to see.
Step 5:   Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average.
Step 6:   Write descriptions for excellent and poor performances.
Step 7:   Write descriptions for other levels.
Step 8:   Collect samples of work that represent each level.

The following section includes 19 sample tables or rubrics that can be adapted where necessary for particular activities. These are referred to throughout the Lecturer's Guide.

Standard rubrics

Rubric 1

Criteria	Rating scale			
	4 Outstanding (80–100%)	3 Competent (70–79%)	2 Not yet competent (60–69%)	1 Not achieved (0–59%)
Content Range Coverage Relevance				
Context Command word requirements				
Skills and values Skills Values				
Mechanics Subject terms Language Format				

The following checklist may be used to evaluate a rubric.

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

Checklists

Checklists or task lists show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the lecturer or student makes a tick to indicate that the student is able to do what is stated or that the work complies with the criteria. Checklists differ from rubrics in that they do not use a set of standards or a scoring scale.

Checklists can be devised by the lecturer and then used by the students to assess how well they coped with a particular task or activity. Alternatively, the lecturer, together with the students, can list the criteria before the task is undertaken and then the students can use this checklist to assess their performance. The criteria should be stated in such a way that the students can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

Reflective self-assessment checklist
Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Rubric 2

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to	fewer than	1	2	3	4	5	or more
Do you feel you learned anything about yourself when doing this project?	yes				no		
Comment:							
Do you feel the project helped you understand yourself?	yes				no		
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes				no		
Comment:							
Do you think you put a lot of effort into this project?	yes				no		

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the community are important for every student. In a group, the roles and responsibilities are essential to the success of the activity. Evaluating students in different roles assists in their awareness of management processes and effective co-ordination. The lecturer or the students may use this instrument for evaluating each member of the group or to evaluate each other's contributions. This rubric should have space for comments on how the students in the group experience group work, and how they are able to improve or change the roles they play within the group.

Roles within the group should be rotated to allow each student to develop or become aware of their different capabilities.

Together   **E**ach   **A**chieves   **M**ore

Different group/team roles include:
• timekeeper
• team leader/chairperson/manager
• resources manager
• scribe/note taker/record keeper
• reporter
• motivator
• assessor
• peace maker.

When students work in groups to tackle complex activities and more demanding tasks, efficient organisation is crucial. The process can be helped if different students take on different roles. The lecturer and students can decide which roles are most appropriate in terms of the activity/task. Initially the lecturer can assign these roles, but once the students are familiar with the process, they can take responsibility for assigning these roles within their groups. This needs to be monitored to ensure that all students have an opportunity to play different roles and exercise the different skills involved. A rubric should be devised that clearly sets out the different roles, the criteria for each role and the standards that will be applied. An example of a rubric that has been designed to assess the different roles and the skills involved is shown below.

Each member of the group can assess all the roles except the one that he or she performed. The mark for each criterion within a role can be added to give a total score for the role.

Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

	Voice monitor		Time keeper
	Motivator		Record keeper
	Assessor		Chairperson/manager
	Peace maker		Reporter

Group skills rubric

Rubric 3

Group Name/Number: _____

Names: _____

_____

	Yes	No	Comment
Did our group members:			
• listen to each other?			
• talk about the task?			
• co-operate within the group?			
• suggest good ideas?			
• encourage each other?			
• achieve the outcomes?			

What went well?

_____

What could we have done better?

_____

Signed: _____ Date: _____

Co-operative group skills assessment sheet

Rubric 4

Task skills	Student *	Student *	Student *	Student *	Student *	Student *
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						
Gets group back on track						
Social skills						
Encourages others						
Explains ideas						
Discusses						
Listens well						
Resolves conflict						
Praises others						

Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an ✗ (No) under the name of each student for each of the criteria.

Rubric 5

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what he or she was supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						

Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

Assessing a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

Rubric 6

	MARK AWARDED			
	Self	Peer/group	Consensus	Lecturer
Criteria				
1. planning				
2. quality of research				
3. continuous collection of information and material				
4. final product: creativity				
5. final product: quality of contents				
6. technical quality				
7. oral presentation				
8. individual/group role				
Converted to				

General guideline
4   Excellent
3   Meets the requirement
2   Does not meet the requirement – student needs support
1   Student made no/very little effort – student needs substantial support and guidance

Planning
4   Most practicable planning schedule, independently drawn up by student
3   Good planning schedule, with a only a number of small adjustments by lecturer needed
2   Planning schedule not totally practicable – a substantial degree of adjustments needed
1   Planning schedule totally impracticable – totally new planning necessary

Quality of research
4   Wide variety of sources used
3   Adequate number of sources used
2   Less than adequate number of sources used
1   No recognised resources used; no research done

Continuous collection of information and material
4   A lot of information collected continuously/submitted before due dates
3   Adequate information collected/submitted before/on due dates
2   Less than adequate information collected/some due dates missed
1   Very little information collected/seldom met due dates; no information collected or not handed in at all

Final project: originality/creativity
4   Unique. original presentation of extremely high quality
3   Standard presentation – content is relevant and interesting
2   Requirements have been met, and no more
1   Content entirely/almost entirely copied directly from sources; no effort made

Final project: quality of content
4   In-depth presentation pertaining to real-world practice/evidence is shown of insight into relationship between subject theory and real-world practice. Student demonstrates very good insight.
3   Relevant content shows good insight, area of research well covered.
2   Some part of content is relevant – partly copied directly from sources – insight lacking.
1   Very little effort made – content largely copied directly from sources; content only slightly in line with topic – copied directly from sources.

Technical quality
4   Proof of pride and very hard work – impressive final product – made full use of available sources/technology
3   Good final project
2   Minimal effort made – presentation still acceptable
1   Very little trouble taken – untidy, shabby presentation; project not handed in/ unacceptable presentation and/or appearance of content

Analytic rubric

Rubric 7

	Not achieved	Not yet competent	Competent	Outstanding
Knowledge and understanding	Demonstrates little understanding of some concepts, principles and theories	Demonstrates some understanding of simple concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
	Shows little understanding of composition and structure	Shows some understanding of composition and structure	Shows significant understanding of composition and structure	Shows complete understanding of composition and structure
Context	Shows little ability to mould content in the required context	Shows some ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows complete ability to mould content in the required context
	Shows little ability to construct tables and present data graphically	Shows some ability to construct tables and present data graphically	Shows significant ability to construct tables and present data graphically	Shows a general ability to construct tables and present data graphically
Skills	Makes inadequate interpretations on the basis of data and other evidence	Makes limited interpretations on the basis of data and other evidence	Uses a variety of means to analyse and present data and draws substantiated conclusions	Uses a variety of means to analyse and present data and draws valid conclusions
Attitudes/values	Demonstrates wrong attitudes/values	Demonstrates no particular attitudes/values	Demonstrates appropriate attitudes/values consistently	Demonstrates significant attitudes/values exceptionally well
Communication	Shows a limited Sustainable Tourism vocabulary and no ability to use linguistics principles	Uses Sustainable Tourism terms but lacks the ability to communicate quantitatively; makes errors in grammar and paraphrasing	Uses enriched Sustainable Tourism terminology and 'good practice' linguistic principles	Shows exceptional command of advanced Sustainable Tourism terminology and 'best practice' linguistic principles

Assessing oral presentation

e.g. Assignments, project, essays and journals (i)

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

Rubric 8

Circle the number indicating the rating, where 1 is the lowest rating and 4 is the highest rating.				
Location	1	2	3	4
Appeal	1	2	3	4
Neatness/tidiness	1	2	3	4
Communication	1	2	3	4
Variety	1	2	3	4
Appropriateness	1	2	3	4
Content	1	2	3	4
Technique	1	2	3	4
Total	1	2	3	4
	.... / 40		........%	

Rubric 9

Name: _____				
Skills areas	**Outstanding**	**Competent**	**Not yet competent**	**Not achieved**
	4	**3**	**2**	**1**
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
Total				
				Mark:
				Total:
				Percentage:

Observation skills are demonstrated when students are able to:
- match, classify and identify items
- interpret (e.g. drawings, diagrams, graphs, figures and written passages)
- observe features and characteristics.

Recording skills are demonstrated when students are able to:
- record information they are exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations, e.g. charts and histograms, scale axes and label appropriate components meaningfully.

Skills of inference are demonstrated when students are able to:
- calculate data correctly and accurately, e.g. averages, percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) and inferences
- make plausible generalisations from observations.

Investigative skills are demonstrated when students are able to:
- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue soberly
- prove or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

Evaluation of processes is demonstrated when students are able to:
- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals.

Verbal presentation rubric (ii)

Rubric 10

Assessment criteria	Achievement: Suggested mark allocation				Students			
CONTENT	**Outstanding**	**Competent**	**Not yet competent**	**Not achieved**				
Development: *Structure; Organisation; Support material*	15 to 20	14 to 11	10 to 8	0 to 7				
Effectiveness: *Purpose; Interest; Reception*	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Value: *Ideas; Logic; Originality*	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Content sub-total	**50**							
DELIVERY								
Physical: *Appearance; Body Language*	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Voice: *Flexibility; Volume*	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Manner: *Directness; Assurance; Enthusiasm*	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Delivery sub-total	**30**							
COMMUNICATION								
Appropriateness: *To purpose and audience*	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Correctness: *Grammar; Punctuation; Word selection*	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Language sub-total	**20**							
TOTAL MARKS: MAXIMUM = 100								

Values assessment

Rubric 11

<table>
<tr><td>

Excellent
Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work.
Exceptionally polite and respectful.
Participates with enthusiasm, listens well; does more work than expected.
Sets an excellent example and commands others to behave well.
Can confidently/with conviction express opinions, even against popular opinion.
</td></tr>
<tr><td>

Meets the requirement
Follows instructions regularly; makes an effort to produce neat work.
Shows acceptable level of respect and courtesy.
Well behaved and not disruptive.
Can answer questions, even if unsure; expresses opinions.
</td></tr>
<tr><td>

Does not meet the requirement – needs support
Instructions often not followed; work untidy and rushed.
Shows respect towards some; disrespectful to others.
Sometimes disrupts and distracts; needs to focus more on work.
Only does the minimum work required; erratic interest shown.
Hesitant to express self in class; needs to be drawn out.
</td></tr>
<tr><td>

Makes very little effort
Does not follow instructions; work always untidy and incomplete.
Ill-mannered; sometimes rude.
Disruptive and distracts others.
Shows very little interest; passive re schoolwork.
Seems shy/reluctant to answer questions; never expresses an opinion.
</td></tr>
</table>

	Self		Lecturer		Final mark	
		5		5		5

Poster communication skill assessment

Rubric 12

Criteria	Range				
	1	**2**	**3**	**4**	**Comments**
Content					
	Points irrelevant	Some points irrelevant	Main points selected	All points selected	
	Facts incorrect	Some facts incorrect	Most facts correct	All facts correct	
	Poorly expressed	Partially expressed	Expressed	Very well expressed	
Presentation					
Size of poster (A3)	Incorrect size	Correct size	Correct size	Correct size	
	Not descriptive	Partially descriptive	Fairly descriptive	Descriptive	
	All too small	Some large enough	Mostly large enough	All large enough to read at one metre	
	Muddled	Organisation quite clear and logical	Organisation clear and logical	Organisation very clear and logical	
Use of colour	Poor	Average	Good	Excellent	
	Not eye-catching	Fairly eye-catching	Eye-catching	Striking	
Personal information	Not included	Some included	Included	Included	

Interview skill assessment

Rubric 13

Criteria	Performance indicator		
	0	**1**	**Comments**
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Mind map construction assessment

Rubric 14

Criteria	Range				
	0	**1**	**2**	**3**	**Comment**
Use of concepts/key words	More than four errors	3–4 errors	1–2 errors	All correct	
Use of linking words	More than four errors	3–4 errors	1–2 errors	All correct	
Layout and spatial organisation	Too small and cramped	Cramped	Clearly laid out		
Use of highlighting and focal points	Not used	Colours used, but not in a logical way	Colours used are linked to the logic		
Neatness	Untidy	Neat			

Assessment of questionnaire development and conducting a survey

Rubric 15

Criteria	Range				
	0	1	2	3	Comment
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/too few responses	Sufficient number of responses			

Portfolio assessment
Students look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

Rubric 16

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Managing methods, tools and techniques of assessment
The table on page 57 will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

introduction

Rubric 17

Who assessed?										
Self-assessment										
Peer assessment										
Group assessment										
Lecturer assessment										
Other										
What evidence did the student produce?										
Assignments										
Collages										
Conferencing										
Constructions										
Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind mapping										
Model making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/reports)										

chapter 1
South Africa

About this chapter

The table below outlines the work covered in this chapter.

| Unit 1:
Provinces and cities
• How is South Africa divided?
• A brief description of the provinces of South Africa | Unit 2:
South Africa and its neighbours
• South Africa's position in southern Africa | Unit 3:
The South African landscape
• Climatic regions in South Africa
• Physical attributes |

provinces and cities

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T1 SO1 LO1	1, 2
T1 SO1 LO5	1

Activities

Activity 1 **Mapwork**

SB page 19

T1 SO1 LO1
T1 SO1 LO5

Guidance and additional information
It will be useful to refer to travel guides and brochures of different tourist destinations to get additional background information to share with the students.

Answers
•   Knysna: scenery, wildlife, holiday destination
•   Langebaan: coastal resort, largely unspoilt by development
•   Beaufort West: Karoo town with old buildings; stopping-off place for travellers travelling on the N1
•   Addo Elephant Park: wildlife
•   Kimberley: Big Hole: historical town
•   Orange River: canoeing, rafting
•   Ficksburg: San art site; main centre in South Africa for growing cherries
•   Margate: seaside resort
•   Pretoria: Union Buildings; National Zoological Gardens
•   Sun City: casino and entertainment centre
•   Polokwane: capital city of Limpopo.

Inclusive education
You can use enlarged copies of maps for partially sighted students.
    Blind students may receive instructions on tape and record their responses.
Braille may be used as an alternative.

Suggested assessment
Method: Peer
Form: Mapwork, research, discussion
Tool: Written presentation

Activity 2 **South Africa's population**

Guidance and additional information

- The activity is designed to make the student aware of some of the characteristics of the population of South Africa that have a bearing on the tourism industry. The population is not spread evenly across the country. By comparing the size of each province with the number of inhabitants in the province, the student will realise, and hopefully begin to question, the fact that certain resources are very important for the sustenance of human habitation, but not necessarily for tourism.
- You will require a wall-sized political map of South Africa showing the new provinces, or an up-to-date atlas for each of the students.
- Population density is expressed as the number of persons per square kilometre.

Answers

- KwaZulu-Natal has the highest number of inhabitants, but is not the largest province.
- The Northern Cape has the largest area, but the smallest number of inhabitants.
- Gauteng Province is the smallest province, but has the second highest number of inhabitants.
- The provinces in the eastern part of the country have the highest population. figures, while those in the west are sparsely populated.
- The capitals of each province are:
    - Western Cape, Cape Town
    - Eastern Cape, Bisho
    - Northern Cape, Kimberley
    - Free State, Bloemfontein
    - Mpumalanga, Nelspruit
    - Gauteng, Johannesburg
    - North-West Province, Mafikeng
    - Limpopo, Polokwane
    - KwaZulu-Natal, Ulundi.

Inclusive education

Where students are required to do a presentation, use a sign-language interpreter for deaf students and a facilitator to help blind students with visual aids.

Suggested assessment

Method: Task-based
Form: Homework assessment sheet
Tool: The lecturer completes the homework assessment sheet and students mark their work according to the suggested answers.

unit 2

south africa and its neighbours

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T1 SO1 LO2	3

Activity 3 South Africa and its neighbours

SB page 26

T1 SO1 LO2

Guidance and additional information

The information on pages 24 and 25 is for enrichment only. Although not required by the curriculum, additional information on South Africa's neighbouring countries will help the students to appreciate the importance of these countries as tourist destinations.

There are numerous videos and DVDs about the wildlife resources of southern Africa that can be shown to the students. These can be shown to students to prepare them for the activity. The video cassette tapes or DVDs can be borrowed from the local public library, through sources such as Edulis.

Students should be encouraged to watch nature-based programmes on television, such as 50/50 on SABC2 and 'Groen' on M-Net.

Answers

Neighbouring countries:
• Botswana
• Lesotho
• Mozambique
• Namibia
• Swaziland
• Zimbabwe.

Inclusive education

Where students are required to participate in a discussion, provide a sign-language interpreter for deaf students.

Suggested assessment
Method: Self-assessment and answers by students
Form: Class work
Tool: Students compare their answers with those of the rest of the class and mark the questions according to the suggested answers.

unit 3
the south african landscape

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T1 SO1 LO3	4

Activities

Activity 4 River adventures

SB page 30

T1 SO1 LO3

Guidance and additional information
Gather as many photographs or pictures of examples of river-based activities as possible and discuss these with the students so that they can recognise the various forms of activity. Video or DVD presentations can also be extremely helpful in providing a solid background for this popular tourist activity.

Answers
1. Names of rivers:
   • Orange River
   • Vaal River
   • Limpopo River
   • Breede River
   • Tugela River
   • Kei River.
2. Types of activities:
   • canoeing
   • white-river rafting
   • diving
   • fishing (e.g. for tiger fish in St Lucia).

Inclusive education
In any assignment where reading is involved, a tape recorder can be used for those students who can listen and follow with the taped text.

Suggested assessment
Method: Self-assessment and answers by students
Form: Class work
Tool: Students compare their answers with those of the rest of the class and mark the questions according to the suggested answers.

chapter 2
finding your way in south africa

About this chapter

The table below outlines the work covered in this chapter.

Unit 4: **Maps and signs** • Using maps and symbols • Types of maps • Finding places on a map • Grids • Keys and icons • Giving directions • Information signs and symbols	Unit 5: **Getting around** • Transport in South Africa • Deciding what transport to use • Air travel • Roads • Railway • Travel by sea

maps and signs

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T1 SO2 LO2	5
T1 SO2 LO5	6, 7, 9, 10
T1 So2 Lo4	8

Activities

Activity 5 Locate places

SB page 40

T1 SO2 LO2
T1 SO2 LO2

CHAPTER 2

Guidance and additional information
Find a street guide or street plan of your local area that has been subdivided into a grid with reference numbers along one side and figures along the other side. Choose a feature on the plan for the students to locate. This activity should be linked to the explanation in Chapter 1 on grids.

Answers
The answer must be given in the form of a grid reference (for example A5 or C2, depending on how the page has been subdivided and demarcated as a grid). The answers will be different for each case, as the town/municipality will be located in a different place.

Inclusive education
When using maps or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.

Suggested assessment
Method: Performance-based
Form: Checklists
Tool: Written presentation

Activity 6 Find the boundaries

Guidance and additional information
Help the students, if necessary, to obtain a map from the local municipality.

Answers
Answers will differ for each school or town for which the students get a street plan.

Inclusive education
When using maps or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.

Suggested assessment
Method: Performance-based
Form: Checklist
Tool: Written presentation

Activity 7 Locate tourist attractions

Guidance and additional information
Make sure that the students understand the concept of grids. If you have an over-head projector in the classroom, you can use that to show the students an example of a street grid.

Answers
These will vary, depending on where you live.

Inclusive education
When using maps or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.

Suggested assessment
Method: Research
Form: Checklist
Tool: Written presentation

Activity 8 Give directions

Guidance and additional information
Give the students the opportunity to practise giving directions in the class. You can also ask them to give directions from places in your own area. Help them where necessary.

Answers
From the station, turn left into Victoria Street, turn right at the next intersection into Chapel Street, go straight down for five blocks, turn left into Loop Street, go straight for three blocks until you reach Pine Street. Marcorie House is on the corner of Pine and Loop Streets.

Inclusive education
If a the student is hard of hearing, his or her partner must always face the student and talk clearly, but not too loudly. Think about including a sign-language interpreter for deaf students.

Suggested assessment
Method: Performance-based
Form: Checklist
Tool: Written presentation

Activity 9 Tourist information signs
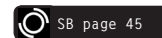
SB page 45
T1 S02 L05

Guidance and additional information
Discuss the signs with the students and ask them if they think the symbols are clear. Ask them to suggest alternative symbols if they can think of anything better.

Answers
Check the answers against the information in the Student's Book.

Inclusive education
Enlarge the graphics for visually impaired students.

Suggested assessment
Method: Discussion
Form: Rubric
Tool: Written presentation

Activity 10 New heritage signs on a tourism route

SB page 46
T3 S02 L05

Guidance and additional information
Ask the students to find out more about each of the sites mentioned before they start with the project. This will help them to make sure that they know exactly what should be conveyed by each sign, and which type of tourist would be most likely to see the signs.

Answers
Answers will vary. Allow the students the freedom to be creative, but remind them that the signs must still be practical and effective.

Inclusive education
Where students are required to do a presentation, use a sign language interpreter for deaf students and a facilitator to help blind students with visual aids.

Suggested assessment
Method: Group assessment
Form: Visual presentation
Tool: Rubric

unit 5

getting around

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T1 SO2 LO1	11
T1 SO2 LO5	12

Activities

Activity 11 Take a bus!

SB page 52

T3 SO2 LO1

Guidance and additional information
Give the students guidance to locate travel agents in your area. Get copies of itineraries and timetables to keep in the class in case there are students who cannot go to a travel agent.

Answers
1. Students could compile a table of the tour-bus operators and list the names of the towns and places where each of them has stops.
2. Students should be given a range of questions that helps them to determine the extent of the tour companies' operations, including the number of vehicles, the number of tourists who are transported on a daily, monthly or annual basis, the areas in which each tour company operates, the annual turnover, and so on. The idea is to get enough information to draw up a profile of each operator.

Inclusive education
Help blind students to get access to the relevant information.

Suggested assessment
Method: Self-assessment and answers by students
Form: Class work
Tool: Students compare their answers with those of the rest of the class and mark the questions according to the suggested answers.

Activity 12 Follow the railroads

Guidance and additional information
Give the students guidance to locate travel agents in your area. Get copies of itineraries and timetables to keep in the class in case there are students who cannot go to a travel agent.

Answers
Students must be provided with an A4-sized map of the railway routes/lines in Southern Africa. The principal towns along the routes should also be indicated. The itineraries of the different rail tour operators are then drawn in with a coloured pencil.

Inclusive education
When using maps or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.

Suggested assessment
Method: Performance-based
Form: Checklist
Tool: Written presentation

CHAPTER 2

chapter 3
tourism in South Africa

About this chapter

The table below outlines the work covered in this chapter.

Unit 6:
Destinations in South Africa
• Destinations, attractions and events
• What to arrange for which tourist?
• National parks

Unit 7:
The local tourism industry
• A popular destination
• Factors that influence tourism potential
• What can you do to enhance an area's tourism potential?
• Negative factors that influence tourism potential

destinations in South Africa

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T1 SO3 LO1–3	13

Activities

Activity 13 Arrange tours

SB page 79

T1 SO3 LO1-3

Guidance and additional information
Please note that there are many possibilities for these answers. Assess the work of each pair of students on merit. The following merely serve as guidelines for the kind of answers your students could supply.

Answers
1. • Accommodation: self-catering chalets or perhaps even youth hostels. Will need to have safe places where the children can play
   • Destinations: anywhere on the coast (to allow for diving), which is also close to national parks or other wildlife sanctuaries. As an alternative, they could travel to diving destinations and wildlife destinations one after the other
   • Transport: perhaps public transport (buses)
2. • Accommodation: good quality accommodation for two in or close to Cape Town
   • Destination: will depend on what they want to do for relaxation. Possibilities include sport, beaches, hikes, etc.
   • Transport: rented car
3. • Accommodation: relatively economical, perhaps self-catering or even camp-sites
   • Destinations: west coast of the Western Cape; southern parts of Northern Cape during August and September. Also include a tour of the Cape winelands and references to some good restaurants
   • Transport: own transport
4. • Accommodation: relatively economical in hotels/motels during off-peak season
   • Destination: various throughout KZN and Mpumalanga
   • Travel: bus with easy access
5. • Accommodation: good quality accommodation in good national or private game parks, especially if they can provide game drives
   • Destination: Mpumalanga or Limpopo game reserves
   • Transport: air and private taxi or shuttle

6. • Accommodation: reasonably priced hotels of good quality. Time: during the North Sea Jazz Festival or the Grahamstown Festival
   • Destination: on the coast or near large inland lakes (depending on the type of water-sport). Also access to game parks or marine reserves
   • Transport: air and private rented car

Inclusive education
Allow blind students to present their assignments verbally (on tape, if possible).

Suggested assessment
Method: Performance-based
Form: Class work
Tool: Written presentation

unit 7

the local tourism industry

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO1 LO1–3	14
T1 SO2 LO5	15
T3 SO7 LO2	16
T2 SO1 LO2	17
T2 SO1 LO2	18
T2 SO5 LO2	19
T2 SO3 LO1	20
T2 SO3 LO1	21
T2 SO3 LO1	22, 23
T2 SO5 LO3	23
T2 SO3 LO4	24
T2 SO3 LO4	25

Activity 14 Talk about tourism in South Africa

Guidance and additional information

Suggested answers to questions posed in this module are not necessarily the only ones possible. Always try to 'think out of the box' and to consider possible answers other than those provided here.

Answers

- Gold is a precious metal, always seen as valuable to the world. Gold is a resource, waiting to be used. It also does not tarnish, keeping its glitter in all kinds of weather.
- More than 10%.
- The country boasts prolific wildlife, stunning scenery, endless beaches, a great climate and rich cultural traditions.

Inclusive education

In any assignment where reading is involved, a tape recorder can be used for those students who can listen and follow the taped text.

Suggested assessment

Method: Peer assessment
Form: Class work
Tool: Written presentation

Activity 18 A visit to a local tourism spot

Guidance and additional information

For this activity, students can either visit tourism spots by themselves, or you could arrange a field trip for the whole class.

Answers

There are no fixed answers, but every student must give his or her opinion, and provide solutions where possible.

Inclusive education

On any fieldwork activities, remember to take a list of any medication requirements of any students.

Ensure that the place chosen is easily accessible for any students who may be in wheelchairs and that it has facilities for disabled persons.

Suggested assessment

Method: Performance-based
Form: Checklists
Tool: Written presentation

Activity 22 Damage to tourism sites by industrial pollution

Guidance and additional information

Encourage students to cite some of their own examples and discuss them.

Answers

Solutions should include some of the following: Strict and enforced legislation on environmental pollution, monitoring and limiting industrial emissions and waste, restricting vehicle access to sites by supplying 'cleaner' public transport, e.g. battery-powered shuttles. Education and soft intervention programmes for farmers or penalties for transgressors. Any *workable* solutions are acceptable.

Inclusive education

Try to source pictures of damage for those with hearing disabilities.

Suggested assessment

Method: Group
Form: Report back to class
Tool: Oral presentation

CHAPTER 3

chapter 4
tourism and the environment

About this chapter

The table below outlines the work covered in this chapter.

Unit 8:
Our environment
- The natural environment
- Respecting the environment and its resources
- The cultural and social environments
- Conserving the environment

Unit 9:
The impacts of tourism
- The impacts of tourism on the environment and the community
- The effects of tourism
- Activities that can damage natural and cultural sites
- The fundamental environmental impacts of tourism

Unit 10:
Sustainable tourism
- The ethics and values associated with sustainable tourism
- Sustainable tourism and communities

Unit 11:
Approaches to tourism
- Ecotourism
- Community partnerships
- The economic approach

CHAPTER 4

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unit 8
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our environment

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO1 LO1–2	26
T2 SO6 LO1; T3 SO6 LO1–2	27, 28
T3 SO2 LO1	29
T3 SO2 LO1	30
T3 SO3 LO3	30
T3 SO2 LO2; T3 SO3 LO3	31
T3 SO3 LO1	32
T2 SO7 LO4–5	33
T2 SO7 LO4	34

Activities

Activity 26 Think about our ecosystems

T3 SO1 LO1-2

Guidance and additional information
Encourage students to think of examples where tourism has negatively impacted on the environment in *their* area, or could do so in future.

Answers
1. Ruining the resource that is responsible for attracting tourists, and therefore brings income to the area.
2. Ecosystem – an area, e.g. a wetland, where all living and non-living things interact, ideally in a state of balance. When imbalances are caused, they affect the sustainability of the ecosystem. For example, if a river became polluted and fish died, all those creatures that prey on fish would be affected and their numbers would be reduced and, in turn, those creatures and plants that the fish feed on would become overabundant, causing an imbalance. Students can use any example of an ecosystem.
3. The paragraph should include environmental, economic and social/cultural reasons.

Inclusive education
Use pictures to enhance descriptions for those with hearing disabilities.

Suggested assessment
Method: Peer
Form: Report back to class
Tool: Brainstorm/oral presentation

Activity 28 What do you see?

Guidance and additional information
This activity gives students a chance to reflect on the state of the environment. Ask them to write their thoughts down in a short report.

Answers
There are no fixed answers.

Inclusive education
Arrange an oral instead of a written paper for dyslexic students. Do not penalise dyslexic students for spelling errors.

Suggested assessment
Method: Performance-based
Form: Report
Tool: Written presentation

Activity 29 Traditional medicines

Guidance and additional information
This activity gives students the chance to do some research on medicinal herbs. Have a class discussion on traditional medicines before you ask the students to do the task.
    The second part of the activity provides an opportunity for a class discussion. Encourage the students to enter into a lively debate on the issues mentioned in the Student's Book.

Answers
The list of plants will vary.
    The following list is but a *sample* of the plants used traditionally as medicines in South Africa. Ask around in your community. You will find many that are used in your home area.

CHAPTER 4

Plant	How used as medicine	Region where most common
Baobab (Adansonia digitata)	Fruit mixed with water to treat fever and diarrhoea	Limpopo
Cape aloe (Aloe ferrox)	Topical application to cure skin disorders	Bushveld/thornveld
Sickle bush (Dichronstachys cinerea)	Decoction (leaves or flowers or roots boiled in water or soaked in alcohol) used to treat earache and toothache	Bushveld/thornveld
Porcupine potato (Kedrostis nana)	Decoction used to treat diarrhoea and diabetes	Semi-desert areas of Northern Cape
African potato (Hypoxis hemerocallidea)	Used to boost the immune system, especially for persons with HIV/Aids	Lowveld
Kukumakranka (Gethyllis afra)	Decoction used to treat stomach ailments	Karoo
Geranium (Geranium incanum)	Infusion (leaves or flowers or roots soaked in water) used to treat bladder infections	Karoo
Bulrush (Typha capensis)	Infusion used to strengthen contractions during childbirth. Also for conditions of the kidney and bladder	Wetlands of the Bushveld and Lowveld
Buchu (Agothosma betulina)	General health tonic. Also a diuretic (helps to release urine). Used to treat colds, hangovers, etc.	Bushmanland and the Karoo

Inclusive education

Arrange an oral instead of a written presentation for dyslexic students. Dyslexic students should not be penalised for spelling errors.

Suggested assessment

Method: Performance-based
Form: Report
Tool: Written presentation

Activity 33 The Limpopo-Shase Transfrontier Conservation Area

SB page 127
T2 S07 L04-5

Guidance and additional information

Make sure that there are dictionaries and maps/atlases available in the classroom.

Answers

Transfrontier: a park that exists on both sides of an international boundary
Confluence: where two lines meet. These can be rivers, roads, railway lines, etc.

Archaeological: events before recorded (written) history
Artefacts: objects from an earlier civilisation that help to inform us about that civilisation.

Inclusive education
Enlarge the text and maps, where possible, for visually impaired students.

Suggested assessment
Method: Self-assessment
Form: Class work
Tool: Oral presentation

unit 9

the impacts of tourism

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T2 SO1 LO1	35
T2 SO7 LO5	36
T2 SO1 LO2	37
T2 SO3 LO1	38
T2 SO3 LO1	39
T2 SO3 LO3	40
T2 SO3 LO2	41
T2 SO4 LO1	42
T2 SO4 LO2	43
T2 SO4 LO3	44
T2 SO4 LO4	45

CHAPTER 4

Activities

Activity 35   The impacts of tourism

Guidance and additional information
Allow as much time as necessary for the brainstorm, but do not let students become distracted.

Answers
1. No fixed answers.
2. This is the main part of the activity. Monitor each group's progress and move them on to the next phase once they have separated the impacts. They may well find that some impacts belong in both columns or in neither, the main point is that they discuss them.
3. Picture 1 – environmental impact.
4. Picture 2 – community/cultural impact.
5. Any good examples will do.

Inclusive education
In group work, be aware of the hard-of-hearing student. Always face the student and talk clearly, but not too loudly. Think about including a sign-language interpreter for deaf students.

Suggested assessment
Method: Peer
Form: Report back to class
Tool: Brainstorm/oral presentation

Activity 36   Find out about cultures and values

Guidance and additional information
Provide students with clear details of the expected length and detail of the report and all assessment details beforehand.

Inclusive education
Students who have difficulty with written reports, such as those with dyslexia, may give oral reports instead.

Suggested assessment
Method: Task-based
Form: Rubric
Tool: Written report

CHAPTER 4

Activity 37 Benefits of tourism

Guidance and additional information

Discuss the benefits of tourism in the class, and ask students for their opinion. Move on to the benefits of a big event such as the 2010 Soccer World Cup, and give students a chance to talk about the benefits, but also the disadvantages or potential problems that such an event can hold for the tourism industry.

Answers

1. Answers should include the three main economic benefits, i.e. employment, income, investment and development, and should describe some specific examples of jobs and an indication of whether they are directly or indirectly linked to tourism.
2. Short-term should include jobs, income, publicity for the tourism industry, as well as improvement to tourist and public facilities, infrastructure and many other developments. Medium- and long-term should also include jobs and income as a result of heightened tourist awareness resulting in increased tourism and repeat visits. Investment leads to a 'multiplier effect.'
3. Increasing public awareness about whales, assisting with whale research, e.g. whale counts and identification, assistance with funding of whale research. There are many other ecotourism examples, for instance all game reserves, animal rehabilitation centres that are open to tourists, as well as bird-watching and photographic tours.

Inclusive education

Students who have difficulty with written reports, such as those with dyslexia, may make oral reports.

Suggested assessment

Method: 1. Individual, task-based; 2, 3, 4. Peer assessment
Form: Homework assignment; discussion
Tool: Written report; oral report

Activity 38 Wear and tear by excessive tourist numbers

CHAPTER 4

Guidance and additional information

This should not be a major research assignment. The main objective is to get students thinking about what causes wear and tear and why it occurs.

Answers

1. Depending on which two sites they choose, students should include aspects such as the scenic beauty, the cultural significance or the size and splendour of it.
2. Erosion, littering, damage to vegetation by walking off footpaths, taking souvenirs, e.g. piece of coral from the Great Barrier Reef, vandalism and tagging, and many more.

Inclusive education
By working in pairs, students can help classmates with impairments or disabilities.

Suggested assessment
Method: Pairs
Form: Discussion
Tool: Present ideas for peer assessment

Activity 39 Activities that are damaging to natural and cultural sites

Guidance and additional information
Be sure to discuss the tourist activities and types of tourism before the students try to answer this activity. What is most important is that students should understand the links between certain types of activities and environmental damage or cultural erosion.

Answers
1. The answers below are just a few examples and follow the sequence of points above.
   • Large buses; more noise, scaring wildlife.
   • Need for more larger parking areas and turning circles, etc. on Table Mountain, which gets very busy from mid-morning to mid-afternoon.
   • Happens a lot when tourists visit 'Cultural Villages', and especially with tourists from certain first-world countries and from the East. Andorra has an annual British tourist invasion in winter.
   • Quad bikes, 4X4 vehicles, jetskis.
   • Disregarding dress codes in conservative countries, e.g. topless bathing in the Middle-East.
   • Playing loud music in a natural environment.
   • Travelling too fast in trying to see too many sites in a day/trip, e.g. speeding in a game reserve.
   • Big-game fishing, heli-skiing, etc.
2. Both activities could be classified as activities that are not regulated, and are aggressive or have a high impact on nature. Riding quad bikes could also be deemed as an activity that is noisy and offensive.

Inclusive education
Allow students to use the spell check function on computers or dictionaries for all written work.

Suggested assessment
Method: Self-assessment
Form: Class work
Tool: Written presentation

CHAPTER 4

Activity 40 Dealing with damage

Guidance and additional information
There are no specific, correct answers to these questions. All decisions should be based on sound planning and democratic decision-making by the group and should be economically viable, practical and sustainable. The answers provided below are simply a few possible examples.

Answers
1. Signage, policing and prosecution, calling a meeting of local builders or approaching a local builders' forum to address them. Using local media to highlight the problem, offer rewards for information or warn of possible prosecution.
2. Conduct a feasibility study for marketing and increasing the number of visitors and assessing how long it will take to pay for repairs. Consider privatisation of part or all of the facility (e.g. opening a tea-room or gift shop), with the proviso that the new tenant/owner pays for the restoration.
3. Call in a horticulturist to assess damage and advise on solution.
4. Repair the damage, clean up the place, as litter attracts litter. Signage, employ a car guard, regular policing.

Inclusive education
Invite students with disabilities to make suggestions on what could be done to provide facilities for those with special needs.

Suggested assessment
Method: Group
Form: Report back to class
Tool: Oral presentation

Activity 41 Contacting the relevant authorities

Guidance and additional information
Answers will differ from place to place. For question 3, encourage the students to take the letterwriting seriously, using correct letter-writing format and mailing the letters to the relevant person. In question 4 the brochure needs to be accessible and user-friendly for *all* people, even those who are illiterate or have special needs.

Answers
1. Private Bag X447, Pretoria 0001, tel. 012-3103468

Inclusive education
The letter and the brochure are ideal opportunities for those with special needs to make requests and ensure that their needs are properly considered.

Suggested assessment
Method: Task-based portfolio activity
Form: Rubric
Tool: Letter and brochure presentation

Activity 42 Fundamental environmental impacts

Guidance and additional information
The answers that the students give will obviously vary, but what is important is that they discuss what they have written in their groups and that valuable discussion ensues.

Answers
No fixed answer.

Inclusive education
Students with disabilities, such as sight-impaired or blind students, may have a very different idea of the 'paradise' model of sighted students. They should be encouraged to share their ideas with the class.

Inclusive education
Where students are required to do a presentation, use a sign-language interpreter for deaf students and a facilitator to help blind students with visual aids.

Suggested assessment
Method: Peer
Form: Discussion
Tool: Oral report back

Activity 43 Impacts from increased demand for basic resources

Guidance and additional information
Again the answers to all questions should differ, but what is important is that students appreciate that most resources are finite and that they understand that certain resources will become scarce or even totally exhausted if the number of tourists increases to beyond carrying capacity.

Answers
3. Some effects may be: increased waste, more littering, air and noise pollution, wear and tear on the environment and urban sprawl/blight. See the text under 'More people = need for more services' in the Student's Book for more ideas.

Inclusive education
Remind students to be aware of the difficulties that students who are hard-of-hearing may have during group discussions. They should face the hard-of-hearing student when they talk and pronounce their words clearly, but not too loudly.

Suggested assessment
Method: Group
Form: Class work
Tool: Oral presentation

Activity 44 Impacts from increased pressure on services
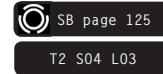
Guidance and additional information

Encourage students to make a real effort to get the necessary information from the local municipality in question 2, as they will probably have to get further information from the municipality for the following activity as well. It would be advisable to prepare the local officials for the enquiries and perhaps consider a class visit to the municipality offices to conduct interviews.

Answers

1. These will vary from place to place, but there are basic services like electricity, sanitation, running water and some forms of transport at most tourist destinations.

3 and 4.These questions are for group discussion and the outcomes of the discussion should be reported back to the class. It is important for all suggestions and solutions to be well-thought-out and workable.

Inclusive education

When doing group work, ensure there is enough space for a student in a wheelchair or for a student using crutches.

Suggested assessment

Method: Group
Form: Report back to class
Tool: Oral presentation

Activity 45 The impacts on local communities
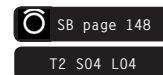
Guidance and additional information

This could be billed as a local newspaper report, with students quoting people they interviewed or communicated with.

Answers

Students must be sure to cover all the points covered in the activity brief. It should be a detailed and comprehensive report.

Inclusive education

Reports can be written or recorded on audio, video or DVD for those with writing disabilities.

Suggested assessment

Method: Individual/task/portfolio
Form: Rubric
Tool: Fieldwork, interviewing, written report
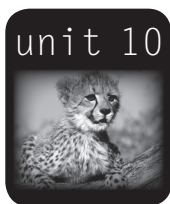
CHAPTER 4

unit 10

sustainable tourism

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T2 SO1 LO3	46
T2 SO2 LO1	47
T2 SO7 LO1	48
T2 SO7 LO3	49
T2 SO7 LO2	50

Activities

Activity 46 The ethics of sustainability

SB page 151

T2 SO1 LO3

Guidance and additional information
The main objective of this activity is for the students to understand that the principle of sustainability has a very strong moral and ethical foundation and that applying this principle may not always be easy. Lecturers should be on the alert to ensure that stereotyping does not take place in the role play and that students focus on the issues of sustainability and trying to reach consensus.

Answers
There is no single correct solution. Reaching consensus and incorporating sustainability are the ultimate goal and there may be a variety of ways of achieving this.

Inclusive education
The activity lends itself to practising listening and debating skills. Be sensitive to the needs of students with speech or hearing impairments.

Suggested assessment
Method: Group
Form: Report back to class
Tool: Oral presentation

chapter 4 – tourism and the environment

Activity 47 The World Summit on Sustainable Development

Guidance and additional information

Students must become aware of the meaning of the word 'sustainable'. They should also see the importance of using natural resources wisely.

Answers

1. 'Development' means a stage of growth; 'compromising' means negatively affecting. 'Sustainable development' may be described as the growth that takes place without negatively affecting the environment in which it takes place.
2. **Bird-watching.** Resource: natural environment (trees and birds). This activity is ecologically friendly and promotes sustainable tourism, as long as the birdwatchers do not interfere with the environment.
   Game-farming. Resource: game. The land is kept in its natural state (which helps to conserve both the plants and the soil) and it also provides an income for the farmer, who sells off surplus wild animals from time to time.
   Use of medicinal herbs. Resource: plants. To save endangered medicinal plants it is important that they be cultivated instead of collected from the wild. In addition to effectively reducing the pressure on plants, this also ensures their survival. Many herbalists are now tending their own organic medicinal gardens.
   Wood-carving. Resource: wood (trees). Endangered tree species should not be used. Young and strong trees should not be cut down just for a piece of wood. Use dead trees or leftover wood from other uses or wood from alien invaders where possible.

Inclusive education

The activity lends itself to practising listening and debating skills. Be sensitive to the needs of students with speech or hearing impairments.

Suggested assessment

Method: Peer
Form: Class work
Tool: Discussion

Activity 48 Guest/host interaction and relationships

Guidance and additional information

This case study is aimed at drawing the students' attention to some of the problems that can arise when a host is not professional in her or his interaction with guests, particularly in terms of reliability. Students may have experiences of their own or know of further examples that they can share with the class. Encourage further discussion, especially discussion that focuses on guest/host relationships and the kinds of things that have positive impacts on them.

CHAPTER 4

Answers

1. Her strengths include her outgoing personality, her knowledge of the township, and the fact that people find her interesting. Also she has a good working relationship with her former boss, she has a ready supply of tourists from the restaurant and she speaks a little German and Italian.
2. Her weaknesses are her poor communication links, and her lack of reliability because of weather and no transport, and having to be with her children.
3. She should aim to be more reliable by being easier to contact – having her cell phone's battery charged and topped up – and being contactable in as many ways as possible. She should hire a taxi or alter the tours to spend more time indoors on rainy days and she should arrange for someone to look after her children when she gets work. She should advertise in the way shown in the picture. By being more reliable and easier to contact, she will improve her relationship with her clients and her former boss. This will encourage them to refer more people to her, keeping her busier and making her business more sustainable.

Inclusive education

Where students are required to participate in a discussion, provide a sign-language interpreter for deaf students.

Suggested assessment

Method: Peer
Form: Report back to class
Tool: Brainstorm/oral presentation

Activity 49 Tourism – helping to make a change

SB page 156

T2 S07 L03

Guidance and additional information

The main emphasis here is for students to understand the importance of community involvement in tourism projects in order for them to be sustainable. Some students may know of other similar examples where the sustainability of a tourism project was at risk due to a lack of community involvement.

Answers

1. The poster must have a positive message and should highlight the benefits of tourism. Also consider the presentation and effectiveness of the poster.
2. Leaflets/pamphlets, workshops, media coverage, any item or activity that would make people more aware of the benefits of tourism. Tools that might be used to promote local tourism include:
   • road shows (bringing specialists in to talk to community leaders)
   • competitions at schools (for example, public speaking, art competitions), with prizes to be sponsored by local businesses
   • asking well-known entertainers to support awareness campaigns (for example, to entertain at public awareness presentations)

- posters in public places to advertise the advantages of supporting tourism
- local business people to offer incentives to communities who start ecotourism enterprises.

Inclusive education
The poster could form part of a visual art or language project. Enlarge all graphics, pamphlets, etc, for visually impaired students.

Suggested assessment
Method: Task-based
Form: Homework assessment sheet
Tool: The lecturer completes the homework assessment sheet and students mark their work according to suggested answers.

Activity 50 Hypothetical case study

SB page 157

T2 S07 L02

Guidance and additional information
The key objective is for students to discuss the idea of nature reserves benefiting local communities and vice versa.

Answers
There is no single correct answer. The quality of the discussion is what is important. However, reference should be made to the five areas of tourist needs and possible employment opportunities which are:
1. accommodation
2. food
3. guides – reference should be made to the importance of their local knowledge
4. souvenirs
5. workers.

Inclusive education
This gives students an opportunity to use verbal language and to listen and express themselves in a group situation. Provide a sign-language interpreter for deaf students.

Suggested assessment
Method: Group
Form: Report back to the class
Tool: Oral presentation

CHAPTER 4

approaches to tourism

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO4 LO1	51
T2 SO5 LO2	52
T2 SO5 LO2	53
T2 SO8 LO1	54
T2 SO7 LO3	55
T2 SO7 LO5	56
T2 SO5 LO1–3	57

Activities

Activity 51 Finding out about ecotourism

SB page 159

T3 SO4 LO1

and

Activity 52 Ecotourism definitions

SB page 160

T2 SO5 LO2

Guidance and additional information
Give the students the web address where they can go to find out more about ecotourism.

Answers
The answers to this activity are clear-cut and easily researched.

In question 1 the students should say something about the labels of the ecotourism enterprises in the illustrations. In question 3 a) the students should give a clear definition of the word 'ecotourism', and show that they have a clear understanding of what it means.

Inclusive education
Make sure that the students have all the tools in order to do this research – website addresses, contact numbers of relevant organisations and a dictionary.

For partially sighted students, try to have a large-print dictionary in the classroom and a facility such as 'Zoom Text' on the computer where the information can be enlarged. Make sure any partially sighted students have the right glasses or low-vision aids such as magnifiers, which will help them to see more clearly.

Suggested assessment
Method: Self-assessment and answers by students
Form: Homework (activity 51) and class work (activity 52)
Tool: Students compare their answers with those of the rest of the class and mark the questions according to suggested answers.

Activity 53 Ecotourism – dependent on and sensitive to the environment

SB page 162

T2 S05 L02

Answers
1. Obvious threat to turtles, particularly young ones.
2. Answer should refer to text, e.g. how long research has continued, success rate, 'turtles are fascinating to our visitors'.
3. A good opportunity to discuss signs that are accessible to all and the impact of different signs.

Suggested assessment
Method: Self-assessment and answers by students
Form: Homework
Tool: Students compare their answers with those of the rest of the class and mark the questions according to suggested answers.

Activity 54 KEAG case study

SB page 164

T2 S08 L01

and

Activity 55 The Amarula story

SB page 165

T2 S07 L03

and

Activity 56 The GSLWP craft project

SB page 168

T2 S07 L05

Guidance and additional information
Students discuss the projects and give their own opinions.

Inclusive education
These activities lend themselves to thinking positively, listening to and communicating ideas to others and assimilating information from reading. Enlarge texts for partially sighted students.

Suggested assessment
Method: Performance-based
Form: Debate
Tool: Rating scale

Activity 57 The Richtersveld Park

Guidance and additional information
Have a map and photos of the Richtersveld area in the class so that students can familiarise themselves with the location and environment.

Answers
1. The environment is managed in a scientific manner and the sustainability of the environment is ensured. Tourists come to the park and this creates new opportunities for local people. Stock owners can carry on with their usual way of life without fear of losing their pastures.
2. The protection of the environment benefits everyone living there, because it is the main draw card for tourists to come and visit the park. As soon as it is not managed in a responsible manner, the tourists would not come and visit it and the local communities would lose all their benefits.
3. All the role-players have a say in the park. The communities are allowed to go on with their daily lives within the park. The park benefits the communities by providing them with jobs and creating small enterprises that the communities run, and the natural environment is protected.
4. Make sure the students understand the features and purpose of a brochure and provide materials if necessary. Allow students to work in pairs or groups and tell them when the brochures must be ready to be displayed in the classroom.

The brochure should show that the student has done adequate research on the attraction he or she has chosen and should give have information written under the following headings:
• Type of attraction
• Location
• Value of the site
• Facilities available
• Reasons for visiting.

The brochure should be eye-catching and informative.

Inclusive education
For blind or partially sighted students, obtain a tactile map of South Africa. For more information about aids for the visually impaired, contact the South African National Council for the Blind.

Suggested assessment
Method: Task-based
Form: Rubric
Tool: Poster presentation

CHAPTER 4

chapter 5
culture and heritage

About this chapter

The table below outlines the work covered in this chapter.

Unit 12:
What is culture?
• Culture and heritage – what do these words mean?
• Respecting lifestyles
• Cultural tourism

Unit 13:
Heritage resources
• Valuing our heritage
• Heritage as an important part of tourism
• People are part of our heritage
• Heritage resources
• Other important resources integral to tourism

Unit 14:
Heritage sites
• A heritage to protect
• World Heritage Sites
• National Heritage Sites
• Promoting the establishment of heritage sites
• Who looks after our heritage?

CHAPTER 5

unit 12

what is culture?

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO1 LO1	58
T3 SO1 LO1–2	59
T3 SO2 LO2	60
T3 SO2 LO2	61

Activities

Activity 58   Your own understanding of culture and heritage

SB page 177

T3 S01 L01
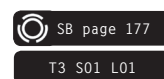
Guidance and additional information

Hold a class discussion on the concepts 'culture' and 'heritage'. Suggest resources to the students where they can find out more about these topics.

Answers

The students should give a clear definition of the words 'culture' and 'heritage' and show that they have a clear understanding of what these words mean within the context of tourism.

Inclusive education

The answers to this activity are clear-cut and easily researched. Make sure the students have all the tools in order to do this research – website addresses, contact numbers of relevant organisations and a dictionary.

For partially sighted students, try to have a large-print dictionary in the class-room and a facility such as 'Zoom Text' on the computer where the information can be enlarged. Make sure any partially sighted students have the right glasses or low-vision aids such as magnifiers, which will help them to see more clearly.

Suggested assessment

Method: Task-based
Form: Class work
Method: Oral presentation

Activity 59 Think about different lifestyles

Guidance and additional information
This activity does not have any fixed answers. The students must reflect on the things that make people from different cultures unique. They must also consider how our different cultures can be used to attract tourists.

Inclusive education
In any class discussion the lecturer should be aware of any student who is not participating. Encourage shy students to speak out and present their ideas and give encouragement. Allow extra time for the written presentation or allow the students to do it as homework.

Suggested assessment
Method: Task-based
Form: Class work
Method: Written presentation

Activity 60 Sharing ideas on cultural similarities and differences

Guidance and additional information
The table below is intended to get the students thinking about culture as it forms part and parcel of their own lives. Culture should not be seen as something that is separate from day-to-day life.

Answers

Cultural things that we do as a family	
Things that are similar to my friend's	Things that are not so similar to my friend's
We watch soccer together on TV1 every Sunday evening	We go to church as a family. My friend does not
We eat lunch together on a Sunday	In my family I cook the main meal of the day. In my friend's family her mother does the cooking
My father is recognised as the head of the household	We try to talk together as a family at least once a week. My friend's family does not have this custom

Inclusive education
Enlarge examples of tables for the partially sighted student.

Allow the students to produce the tables on computer and encourage any dyslexic students to use the spell-check function.

Ensure that dictionaries are available in the classroom.

Suggested assessment
Method: Self-assessment
Form: Class work
Method: Written presentation

CHAPTER 5

Activity 61 Empathetic and sympathetic tourists

Guidance and additional information

Discuss the words 'sympathetic' and 'empathetic' with the students and make sure that they know the difference between the two concepts.

Answer

1. Answers should refer to the text and mention empathetic and sympathetic tourists.
2. Cultural villages and centres, township tours, ethnic craft markets.
3. Any game reserves, e.g. Kruger National Park, Kgalagadi Transfrontier Park.

Discuss other possible answers in the class.

Inclusive education

Enlarge the newspaper articles for visually impaired students, or obtain the relevant newspaper articles on tape. Tape Aids for the Blind will provide newspapers on tape free of charge for registered blind people.

Suggested assessment

Method: Performance-based
Form: Observation sheet
Tool: Debate

## unit 13

heritage resources

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO5 LO1	62
T2 SO6 LO1	63
T2 SO6 LO1	64
T2 SO6 LO1	65
T2 SO6 LO1–2	66
T3 SO4 LO1	67
T3 SO4 LO2	68
T3 SO4 LO1–2	69
T3 SO4 LO1–2	70

Activities

Activity 62   Think about heritage

Guidance and additional information
This can be an interesting exercise to encourage students to look with fresh eyes at the objects in their families' possession. They may realise that there are some items that are of great value, culturally or even financially.

Answers
Answers will vary.

Inclusive education
Help dyslexic students to make lists.

Suggested assessment
Method: Self-assessment
Form: Class work
Tool: Written presentation

Activity 63   Our natural environment as part of our heritage

Guidance and additional information
This activity requires that the students understand that each place has its own eco-system that creates a particular environment that would be attractive to tourists. The discussion should include aspects such as bird-watching/game viewing at the dam, fishing, peace and tranquillity, hiking/rock climbing in the mountains. Tourists visit these areas to 'get away from it all' and generally choose to camp or stay in farm cottages or guest lodges.

Answers
Answers will vary.

Inclusive education
Pair a partially sighted student with a sighted student. Enlarge any information related this question for partially sighted students.

Suggested assessment
Method: Observation
Form: Discussion
Method: Oral presentation

CHAPTER 5

Activity 64 The people who form part of your heritage

The aim of this activity is to make students aware of their own heritage and the people who are part of it. There are no fixed answers.

Activity 65 Historical sites in your area

Guidance and additional information
The objective of this question is for the student to collect information and do research. It should encourage the students to think holistically, and to consider all possible sites, not just those that are generally acknowledged. Provide information in the classroom and make suggestions to assist the student in conducting the research.

Answers
South Africa has many different heritage attractions that will attract all types of tourists. The students will have shown in their answers that they have researched the local heritage sites that will attract the ecotourist, adventure tourist, cultural tourist and business tourist.

Inclusive education
Design assignments and examinations in such as way that the writing requirements are minimised.

Suggested assessment
Method: Self-assessment
Form: Homework/class work
Tool: Written presentation

Activity 66 Heritage resources

Guidance and additional information
Question 1 is a dual-purpose question. Firstly, it requires the student to recall the names of South Africa's seven World Heritage Sites from previous knowledge, and secondly, it is aimed at familiarising the student with the various resource categories of heritage sites.

For question 2 the student should be encouraged to do some research and try to draw up as long a list as possible.

In question 3 students should be informed that the focus of the assessment includes both the quality of the end product and the way in which the group functions as a team.

Answers
1. The answers to this question are not always clear-cut and should cause some debate if students have good knowledge of these sites. For example, the uKhahlamba-Drakensberg Park has both scenic attraction and cultural resources. Students may have two or even more answers for some heritage sites, provided they can justify them.

CHAPTER 5

- Sterkfontein Caves/Cradle of Humankind – cultural/archaeological
- Robben Island – cultural
- Mapungubwe – cultural/archaeological
- uKhahlamba-Drakensberg Park – scenic/cultural
- Greater St Lucia Wetland Park – scenic
- Cape floral region – scenic
- Vredefort Dome – scenic.

2. Answers to this question will vary from place to place.
3. Make sure that the product fits the instructions and description in the question.

The successful production of this resource will depend on how well the process is managed. You will have your own ideas on this, but the essential thing to remember is that the end objective/goal is achieved with the minimum effort. For example, the following steps might be considered for the production of a promotion video on a historical site in the Northern Cape:

1. **Provisional title of the video.** The Northern Cape beckons! The Big Hole at Kimberley. Ancient glacial pavements at Douglas and Hopetown and the wonder of our wildlife!
2. **Tourist attractions.** History, Geology and wildlife
3. **The objective/purpose of the video.** To encourage visitors to visit the Northern Cape, especially Kimberley and the area between Hopetown and Douglas.
4. **Overall programme manager.** Responsible for the co-ordination of the programme. What has to be done by whom and by when.
5. **Work descriptions and allocations.** The programme manager must work with others to decide the exact distribution of all parts of the process. (Refer to the list that follows.)
6. **Researching the video.** What has to be done to prepare for the making of the video. Research the potential of all tourist sites in terms of accessibility of sites (roads, controlled entrances, etc.), road signage, tourist facilities (accommodation, restaurants, toilets, etc.), and other factors that may be relevant.
7. **The making of the video.** Who will co-ordinate the filming? Who will do the filming? Who will do the editing? etc.
8. **Section management.** Who is responsible for each component part of the work. (Each section may have only one person in it, but it is necessary to identify the work and to allocate it to particular people.)
9. **Time lines.** What work has to be done, and by when. (This should be reasonably flexible to allow for unexpected situations.)
10. **Meeting/revue schedule.** Keeping tabs on the work process relative to the established time lines.
11. **Programme roll-out.** Decisions on exactly WHEN the elements of the video will be shot and when the first rough copy will be produced.

CHAPTER 5

Using this sort of organisational framework, a programme of work can be determined and put into action. These ideas can be added to by the group.

Inclusive education

Heritage resources may be natural or man-made and therefore encompass many curriculum areas, from natural science to history. Question 3 requires a number of skills spanning language, art and technology.

Suggested assessment

Method: Group project
Form: Class work/homework
Tool: Visual/audio presentation

Activity 67   Museums in South Africa

Guidance and additional information

This question requires the student to use information-gathering and research skills. Provide reference works for the students to use.

The examples chosen are from the Eastern Cape. To find out more about museums in your area contact the local Department of Arts and Culture.

Answers

The student must fill in the copy of the table with the relevant information under each heading.

Museums in my province			
Name of museum	Where located	What it specialises in	What I found interesting when I last visited it or read about it
East London Museum (Home of the coelacanth fish)	East London	Natural history (animals, plants, insects, etc.)	The mounted specimen of the first coelacanth, discovered off the east coast of South Africa in 1948
South African Institute for Aquatic Biodiversity	Grahamstown	Natural history	Also has a coelacanth exhibition

Inclusive education

Enlarge the table for partially sighted students. Provide enlarged maps of the students' area.

Suggested assessment

Method: Self-assessment
Form: Research
Tool: Written presentation

Activity 68 Why are zoos important?

Guidance and additional information

This question requires the student to use information-gathering and research skills. Provide reference works for the students to use.

Answers

The student must fill in the copy of the table with the relevant information under each heading.

Inclusive education

Enlarge the table for partially sighted students. Provide enlarged maps of the students' area.

Suggested assessment

Method: Self-assessment
Form: Research
Tool: Written presentation

Activity 70 Resources created by people and governments

Guidance and additional information

This activity assesses the student's *comprehension* of the information in the table provided and requires *application* of this understanding to three actual case studies or, in this instance, five countries.

Answers

1. They all have plenty of the five types of resources listed in the table.
2. South Africa's international image and social and political situations have improved. dramatically since the transition to democracy in 1994, along with improvements in each of the other three resources as well.
3. Zimbabwe's international image and social and political situations, in particular, have suffered enormous downturns in recent years.

Inclusive education

Students with a speech impediment can supply a written answer instead of doing an oral presentation.

Suggested assessment

Method: Group
Form: Report back to class
Tool: Oral presentation

CHAPTER 5
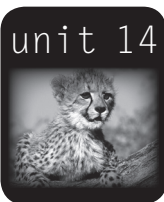
unit 14

heritage sites

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO5 LO1	71
T3 SO6 LO1	72
T3 SO6 LO1	73
T3 SO7 LO1	74
T3 SO4 LO1	75
T2 SO6 LO1	76
T3 So4 LO3	77
T3 SO4 LO1	78, 79, 80
T3 SO6 LO2	81
T3 SO4 LO1	82

Activities

Activity 75 Who is working in your area?

SB page 201

T3 S04 L01

Guidance and additional information

This activity assesses the student's comprehension of the role of various groups working in the community, and challenges them to determine what else could be done to develop tourism in the area.

Answers

Search the local newspapers for items relevant to local tourism. List the agents that are doing something to promote tourism in your area. See if there are any that do not fall into the categories mentioned below.

All media rely on the public for their success. If people don't watch TV stations or read particular newspapers, it is the fault of those media. Discuss what the media can do to contribute to the development of the local tourism industry (for example, by offering prizes to the public for ideas on tourism development or by publishing a series of articles on all the local tourist attractions).

Inclusive education

If there are any students who are hard of hearing, remind the other students in the groups to be aware of this. They should always face the student concerned and talk clearly, but not too loudly. Think about including a sign-language interpreter for deaf students.

Suggested assessment

Method: Self-assessment
Form: Class work
Tool: Students mark the work in their groups according to suggested answers.

CHAPTER 5

chapter 6
tourism practice

About this chapter

The table below outlines the work covered in this chapter.

Unit 15: **Understanding heritage to enhance performance** • Enhancing your performance as a tour guide • Heritage and tourism	**Unit 16:** **Recognising our heritage** • Looking and 'seeing' • Do you recognise tourist potential? • Options for using heritage in everyday work
Unit 17: **An alternative tourism experience** • Alternative tourism • Cultural resources – elements of heritage and opportunities for tourism • The hidden world of heritage • Information sources	**Unit 18:** **Enhancing your client's tourism experience** • It's the little things that count! • Finding the right accommodation • Supplying information to tourists

understanding heritage to enhance performance

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO6 LO1	83
T3 SO6 LO2	84
T3 SO7 LO1	85

Activities

Activity 84 Think about heritage attractions

SB page 213

T3 SO6 LO2

Guidance and additional information
This activity assesses the students' comprehension of the information in the case study and requires application of this information when formulating the answers.

Answers
1. **James '14' Tshabalala.** A local personality with a story to tell, who also entertains with traditional music. A unique situation not found anywhere else.
   Mama Khumalo, manager of Fundisanini ('let us teach one another'). Winner of the National Community-builder of the Year award in 1944, and local community worker with national recognition. The centre is also a place of interest for ecotourists.
   Local sangoma Evilina Skosana. Overseas visitors are usually fascinated by the work of traditional sangomas.
   The Cahora Bassa Tavern, with its 24 hours of kwaito music. African music is always popular with overseas visitors.
   Intabazwe Township 10-member guesthouse association. Overseas visitors would enjoy the unique way of working found in township guesthouses.
2. **Community projects need champions** who will not only recognise their worth, but who will help to promote and develop them.
3. **Having accommodation close to the tourist attractions** will allow tourists time to enjoy these attractions. The more time spent at an attraction, the greater the potential for spending. There is also a greater potential for these tourists to enjoy the attraction and so become ambassadors for it when they leave.

CHAPTER 6

4. **Why not meet with local businesspeople and community leaders to discuss this?** You can start to list the potential attractions and discuss how they may be developed for ecotourism.

Inclusive education
Enlarge the newspaper article for visually impaired students, or obtain the relevant newspaper articles on tape. Tape Aids for the Blind will provide newspapers on tape free of charge for registered blind people.

Suggested assessment
Method: Self-assessment
Form: Class work
Tool: Written presentation

Activity 85 Tourism opportunities in my own area

Guidance and additional information
In the table we have included examples only from each area. Encourage the students to identify as many others as they can for discussion.

Answers

Examples of heritage tourism opportunities. Group experience		
In and around:	**Local heritage attractions**	**My suggestions for development and improvement**
1. Cape Town (Western Cape)	Table Mountain; National Botanical Gardens, Cape Dutch architecture, local communities	Greater involvement of local community guides. Opening up of townships for tourism
2. Durban (KwaZulu-Natal)	Coastline and marine ecology; uKhahlamba-Drakensberg Park; Greater St Lucia Wetlands Park; indigenous forest at Duduku	Write your suggestions re improvements here
3. Johannesburg (Gauteng)	Botanical Gardens; township tours; zoo; War museum	Write your suggestions re improvements here
4. Bisho (Eastern Cape)	Coastline and marine ecology; Mandela birthplace at Mvezo; Youth Centre at Qunu; hot springs at Aliwal North; Dwesa Nature Reserve	Write your suggestions re improvements here
5. Bloemfontein (Free State)	*Eerste Raadsaal* (First Parliament Building), National Museum, National Women's Memorial, War Museum, King's Park Rose Garden, National Afrikaans Literary Museum	Write your suggestions re improvements here

CHAPTER 6

6.	Kimberley (Northern Cape)		Write your suggestions re improvements here
7.	Polokwane (Limpopo)	Bakone Malapa Open-air Museum; Zion City at Moria; Modjadji Nature Reserve (endangered cycad species); Mapungubwe Archaeological Site; Limpopo-Shase Trans-frontier Conservation area	Write your suggestions re improvements here
8.	Tshwane (Gauteng)		Write your suggestions re improvements here
9.	Nelspruit (Mpumalanga)		Write your suggestions re improvements here
9.	(A site in your own area)		

Inclusive education
Enlarge the table for visually impaired students. Think about including a sign-language interpreter for deaf students.

Suggested assessment
Method: Group assessment
Form: Class work
Tool: Written presentation

unit 16

recognising our heritage

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO4 LO3	86
T3 SO6 LO1–2	87
T3 SO7 LO1	88
T3 SO6 LO1	89

Activities

Please note

Most of the activities in this unit consist of the students' observation of and reflection on tourism sites and tourism possibilities. There are therefore no fixed answers.

It is important that you encourage the students to look at familiar surroundings with a new eye and see things from a tourist's perspective.

Guidance and additional information

Ensure there is a wide selection of travel guides, accommodation guides, and general tourist information available for the students to refer to.

Suggested assessment

The following types of assessment are suggested for the activities in this unit:
Method: Peer
Form: Report back to class
Tool: Brainstorm/oral presentation

Method: Task-based
Form: Rubric
Tool: Fieldwork, interview and report-writing.

You can, however, adapt the assessment methods to suit the specific circumstances of activities, students, and circumstances.

Refer to the rubrics in the Introduction to this guide for further assistance.

`unit 17`

an alternative tourism experience

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO7 LO1	90
T3 SO7 LO1	91
T3 SO6 LO2	92
T3 SO6 LO1 - 2; T3 SO7 LO1-2	93

Activities

Please note

Most of the activities in this unit consist of the students' observation of and reflection on tourism sites and tourism possibilities. There are therefore no fixed answers.

It is important that you encourage the students to look at familiar surroundings with a new eye and see things from a tourist's perspective.

Guidance and additional information

Ensure there is a wide selection of travel guides, accommodation guides, and general tourist information available for the students to refer to.

Suggested assessment

The following types of assessment are suggested for the activities in this unit:
Method: Peer
Form: Report back to class
Tool: Brainstorm/oral presentation

Method: Task-based
Form: Rubric
Tool: Fieldwork, interview and report writing.

You can, however, adapt the assessment methods to suit the specific circumstances of activities, students, and circumstances.

Refer to these rubrics in the Introduction to this guide for further assistance.

Activity 93 Where to find out about heritage and environment

Guidance and additional information

Visit a shop that sells these magazines to see what is on offer. Encourage students to look for more magazines – there is a huge variety on the market.

Answers

Popular magazines that promote tourism	
Name of magazine	**What it specialises in**
Getaway	Ecotourism destinations/adventure tourism
Outdoor Adventure Guide	Ecotourism destinations/adventure tourism
SA Country Life	Rural tourism
Africa Birds and Birding	Birds and ecotourism
African Wildlife	Ecotourism. Wildlife and environmental issues
Progress. The Sustainable Development Quarterly	Sustainable development
The magazine(s) that you have found	(Put the names in here.)

CHAPTER 6

Inclusive education
Tape Aids for the Blind have copies of all the latest magazines on tape. This service is free to registered blind people.

Suggested assessment
Method: Group
Form: Class work
Method: Written presentation

unit 18 — enhancing your client's tourism experience

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO6 LO1	94
T3 SO1 LO5	95
T3 SO2 LO8	96

Activities

Activity 94 What's needed to attract tourists to your area?

SB page 230
T3 SO6 LO1

Guidance and additional information
Provide any material you can on tourist attractions in South Africa.
    Show the students videos on southern African wildlife.
    Provide information on and photographs of popular destinations, ranging from entertainment centres to World Heritage Sites.

Answers

Note that the examples below are for the Mpumalanga area – there are many more in the rest of the country.

Developing tourism in my own area: Nkomazi region of Mpumalanga			
	Name(s) of the site(s)	**What's already being done**	**What I suggest be done to improve the site**
Developing new visitor sites	Ezemvelo Nature Reserve at Bronkhorst-spruit near Pretoria (Tshwane)	The guidance and additional information eco-tourism project at Shongwe Mission	Improve the marketing of the site, especially to tour operators
	The Mzinti Game Reserve at Mzinti		Focus more on avitour-ism (bird-watching) to make the most of the rich variety of bird species
Maintaining the integrity of existing conservation and heritage sites	Samora Machel Monument	The site is kept clean and free of weeds	The approach road should be paved
	Mzinti Game Reserve	The public braai area is well maintained	Improved programme of invader weed eradication
Developing facilities or additional tourist attractions at sites that will attract tourists	Samora Machel Monument	Beyond cleaning the site, not much is being done at present	Additional attractions should be created to draw in tourists, e.g. traditional food, traditional entertainment such as dancing and drama
	Mzinti Game Reserve	Day area, and tented camp established	Develop bird-watching trails

Inclusive education
Help dyslexic students with finding the information and filling in the information.

Suggested assessment
Method: Self-assessment
Form: Class work
Tool: Written presentation

CHAPTER 6

Activity 96 Plan an excursion

Guidance and additional information
This activity is a consolidation of the work done so far in this course.

Answers
There are no fixed answers, as each excursion will be different. It is, however, important that the students should pay attention to the following:
• the type of tourist for whom they are catering (refer to destinations and types of tourists in Unit 6)
• cost
• transport (refer to Unit 5)
• using the right maps (refer to Unit 4).

Inclusive education
Pair a partially sighted student with a sighted student. Enlarge any information related to this question for partially sighted students.

Suggested assessment
Method: Task-based
Form: Class work
Method: Written presentation

chapter 7
stakeholders and legislation

About this chapter

The table below outlines the work covered in this chapter.

Unit 19: Stakeholders in the tourism industry
• The roles and responsibilities of the public sector/government
• The roles and responsibilities of the private sector

Unit 20: Tourism and the law
• Culture, heritage and our constitutional rights
• Environment and heritage – local laws and regulations
• Laws that help to look after the environment
• Regulations that help to look after the environment as our heritage
• International laws and agencies

unit 19

stakeholders in the tourism industry

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T2 SO2 LO1	97, 98, 99

Activities

Activity 97 The roles and responsibilities of the public sector

SB page 238

T2 SO2 LO1

Guidance and additional information

The activity is aimed at focusing the students' attention on all the different levels of government that are involved in the tourism industry, and what their respective responsibilities are.

Answers

1. Take turns to explain each of the following statements to your partner:
   a. The national government functions at a national level and the provincial governments look after tourism in their own provinces.
   b. There are many valid responses to this question. What is important is that all suggestions are feasible and workable.
   c. Answers should include proposals like the funding of new enterprises, providing skills training, providing marketing structures, improving infrastructure and access for tourists, and many more.
2. Study the homepage of the SA Tourism website and, if you are able, go into the website and look at some of the links, then answer these questions:
   a. International tourists/consumers, international trade, local tourists and business tourists.
   b. National
   c. Highly effective. Websites are a major source of information to tourists and this is a particularly prominent one with plenty for potential tourists to read about.
3. The content and format of the letter is important in that it should state clearly what the problem is and why it is a problem. It should also state why it is the responsibility of the particular local government department to rectify it.

Inclusive education

The activity includes language exercises in that it requires comprehension, discussion and knowledge of letter-writing technique. Be sensitive to the needs of students with speech or hearing impairments.

Suggested assessment

Method: Peer
Form: Class work
Tool: Oral and written presentation

Activity 98 The private sector

SB page 239

T2 S02 L01

Guidance and additional information

Encourage students to name or bring actual examples of products bearing the Proudly South African logo to class.

Answers

1. The content of the answer depends on the choice of enterprise, but what is important is *what* responsibilities are selected and *how* they will be met.
2. Tourism businesses need to be committed to sustainability. It would be impossible for businesses to fulfil their responsibilities if they were only in business for short-term profits. Resources would quickly be used up and infrastructure and other structures would soon deteriorate.
3. It provides the industry with an easily identifiable branding, which assures tourists and other role-players of the authenticity of local products and services.

Inclusive education

Oral language skills in the form of discussion. Some students may not be comfortable with delivering a verbal presentation in front of the class. Help these students by giving them ideas on how to be well prepared before making a speech (e.g. using well-chosen visual aids to help them through the presentation).

Suggested assessment

Method: Group
Form: Report back to class
Tool: Oral presentation

Activity 99 Community roles and expectations

SB page 241

T2 S01 L01

Guidance and additional information

The focus is on positive and negative impacts of tourism and the role of the community in influencing them.

Answers

1. Jobs and income that can be used for a number of things, e.g. improvement of services like education (further skills training), health and security, or for developing other industries, thereby creating further employment possibilities. It can also lead to improvement of infrastructure and other local facilities.
2. Visual, environmental and noise pollution of high-rise buildings, litter, lots of signs, traffic jams, congested parking, and social problems like vagrants, thieves and beggars.
3. Natural resources will become scarce, erosion and degradation of the natural environment will occur and ecosystems will be thrown out of balance and ultimately collapse.

Inclusive education

Enlarge the pictures for any visually impaired students or verbally describe the pictures to blind or visually-impaired students.

Suggested assessment

Method: Self-assessment and answers by students
Form: Homework
Tool: Students compare their answers with those of the rest of the class and mark the questions according to suggested answers.
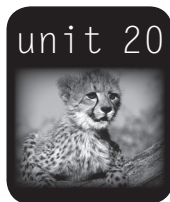
unit 20

tourism and the law

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 9–14 for an explanation of the codes.

Topic, subject outcome and learning outcome	Activity
T3 SO1 LO3	100
T2 SO2 LO1	101

Activity 101 Discuss the National Environment Management Act

SB page 245

T2 SO3 LO1

Guidance and additional information

Discuss with the class each of the seven points in the Act. Provide each student with a copy of the Act.

Answers

Each partner should participate equally in answering this question. The answer encourages the student to think about what the Act means to them in their immediate environment, and what type of improvement it would make to their immediate environment if each point in the Act was properly adhered to. Any of the following points about the Act could be possible answers to the second part of the question:

1. This is Nature Conservation in its broadest sense.
2. It looks after species and ecosystems so that they are conserved for ever.
3. It prevents any kind of loss of the integrity of the environment, that is, everything that the environment has in it (rocks, soil, animals and plants).
4. It encourages people to look after the environment in which they live so that they themselves can enjoy the benefits (for example, clean air, dust-free streets, green plants giving them beauty and shade).
5. It helps people to recognise their cultural resources, and shows them how these may be looked after so that they do not deteriorate.
6. It teaches people of all ages, but especially children, *about* the environment and *for* the environment, so that they will know as much about it as they need to so that they can help to look after it.
7. Environmental monitoring is simply a checking system whereby specially appointed people will constantly check on the state of the environment (for example its water, its air, its soil and its vegetation).

Inclusive education

Enlarge the Act for partially sighted students. Pair a learning-disabled student with a non-learning-disabled student.

Suggested assessment

Method: Self-assessment
Form: Homework/class work
Tool: Written presentation

Formative Assessment Task

Guidance and additional information

You can use this activity to check how much the students understand.

Answers

Statement	True/False
1. When we study 'culture' we study the way in which people live their lives.	True
2. 'Heritage' describes the way in which we view the world.	False
3. Manuscripts, books, documents or publications of special interest to South African history are not usually seen as part of heritage.	False
4. South Africa is the fastest-growing tourist destination in the world	True
5. NEMA (the National Ecological Management Act) is the abbreviation for the act that looks after our environment as our heritage.	False

Appendix 1: Additional reference works

Lecturers and students can use resources such as libraries, encyclopaedias, the Internet, South African year books and a variety of business magazines to find out more about the topics covered in this book. The table below contains some useful resources.

Magazines

Getaway. Published monthly. Subscription information available from subsmail@rsp.co.za

African Wildlife. Wildlife and Environment Society. Published every two months.

Envirokids A monthly magazine for young people and lecturers.

Books

Responsible Tourism Handbook Guide for Tour Operators.

Responsible Tourism Manual for South Africa. DEAT. Pretoria.

The Business of Tourism. JC Holloway. Longman, 1998.

EnviroTeach: Ecotourism. March 2004.

Web sites for Tourism

www.capetourism.org	www.joburg.org.za	www.eeasa.org.za
www.cape-town.net	www.kzn.org.za	www.mpumalanga.com
www.doorway.co.za	www.travel.iafrica.com	www.northerncape.org.za
www.ectourism.co.za	www.tourismboard.org.za	www.sasdi.co.za
www.freestateprovince.co.za	www.tourismgrading.co.za	www.envirolearn.org.za
www.gauteng.net	www.tourismnorthwest.co.za	www.soweto.co.za
www.gov.za	www.wheretostay.co.za	www.southafrica.net
www.indaba-southafrica.co.za	www.sadc-reep.org.za	www.southafrica.info
		www.sati-web.za

OBE for FET
sustainable tourism
lecturer's portfolio
and
programme of assessment
level 2

NASOU VIA AFRIKA

Books available in this series for the Vocational Programmes for the National Certificate Level 2: Tourism are:

1415401853	9781415401859	1	OBE for FET Colleges Sustainable Tourism LEVEL 2 Student's Book
141540187X	9781415401873		OBE for FET Colleges Sustainable Tourism LEVEL 2 Lecturer's Guide
1415401942	9781415401941	2	OBE for FET Colleges Tourism Operations LEVEL 2 Student's Book
1415401969	9781415401965		OBE for FET Colleges Tourism Operations LEVEL 2 Lecturer's Guide
1415401586	9781415401583	3	OBE for FET Colleges Client Services and Human Relations LEVEL 2 Student's Book
1415401608	9781415401606		OBE for FET Colleges Client Services and Human Relations LEVEL 2 Lecturer's Guide
1415401764	9781415401767	4	OBE for FET Colleges Science of Tourism LEVEL 2 Student's Book
1415401780	9781415401781		OBE for FET Colleges Science of Tourism LEVEL 2 Lecturer's Guide

Dear Lecturer

This book is designed to make your life easier. It will help you organise, manage and present your **Lecturer's Portfolio of Assessment** by providing the following:

- a portfolio contents page
- a Programme of Assessment and a work schedule (year plan)
- assessment plans
- a list of assessment tasks as they appear in the Student's Book
- assessment instruments for each task to record students' achievements
- guidelines for charting students' assessment progress and achievement
- templates for calculating the students' mark for each task
- space for charting your assessment records and student achievement for your classes
- templates for recording, documenting and reporting assessment evidence

This book also contains the following documents for you to use:

- a checklist of the contents of the Lecturer's Portfolio of Assessment
- a checklist of the contents of the Student's Portfolio of Assessment
- lecturer's declaration of own assessments
- checklists for evaluating assessments you have done.

How to use this book

To manage your Level 2 Programme of Assessment, follow the steps provided in this guide and fill in the templates provided (or attach your assessment tasks and memoranda or own assessment instruments). You can also use this book as your **Lecturer's Portfolio of Assessment** record. This book should be used with *OBE for FET Colleges Sustainable Tourism Level 2 Student's Book* and *Lecturer's Guide*.

The following flow chart shows the **process of assessment** and the pages where you can find help with each step:

Step 1: Understanding assessment	page 154
Step 2: Creating a work schedule/year plan	page 124
Step 3: Planning assessment **(Programme of Assessment)**	pages 129, 142
Step 4: Planning assessment	page 133
Step 5: Conducting assessment and documenting evidence	page 144
Step 6: Recording and reporting students' achievements	page 144
Step 7: Evaluating students' achievement and the assessment programme	pages 149

- The pages that are marked as your classes' **Student's Portfolio of Assessment** can be used as your **formal collection of assessment evidence**. You may choose from these to meet your subject assessment requirements. There is also space provided for you to attach the assessment tasks that you have designed yourself.
- We recommend that each student cut out the assessment instruments in the **Student's Portfolio of Assessment** and give them to you so that you can mark their tasks. Return them to the students so that they can staple them back into their portfolios.
- All the forms, agreements, lists and records of marks can be pasted into this book in the appropriate places as indicated.

Contents

Suggested work schedule (year plan)

Introduction

Begin your assessment planning by planning your work schedule (or year plan) for the year. The following work schedule shows the knowledge areas and topics covered in *Level 2 Sustainable Tourism*.

Table 1: Year plan/work schedule for *OBE for FET Colleges Sustainable Tourism Level 2*					
	Week	**Unit (theory)**	**SB page**	**LG page**	**Practical work**
Term 1	1	Chapter 1			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10	Revision			
Term 2	1	Chapter 2			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11	Tests			

Table 1: Year plan/work schedule for *OBE for FET Colleges Sustainable Tourism Level 2 (continued)*					
	Week	**Unit (theory)**	**SB page**	**LG page**	**Practical work**
Term 3	1	Chapters 3 and 4			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9	Revision			
Term 4	1	Chapters 3 and 4			
	2				
	3				
	4	ALL: Revision			
	5				
	6	ALL: Tests			
	7				

Suggested Programme of Assessment

Portfolio of Assessment tasks

Programme of Assessment: portfolio assessment tasks

Note that your students should complete all the activities in the *OBE for FET Colleges Sustainable Tourism Level 2 Student's Book* to gain the necessary skills that a Tourism student should have. However, only some of the activities need to be included in the students' portfolios.

- Choose the summative portfolio assessment tasks that will best suit the needs of your students.
- Design or choose formative assessment tasks to support the students in achieving the Learning Outcomes.
- These assessment tasks appear in the Student's Book and the Lecturer's Guide.
- Note that the Learning Outcomes are not weighted equally. After all of the portfolio assessments have been completed, the marks should be allocated in the following ratio: LO1 – 10%, LO2 – 15%, LO3 – 40% and LO4 – 35%.
- Guidelines, marking memoranda and rubrics for assessment for each task in the Student's Book appear in *OBE for FET Colleges Sustainable Tourism Level 2 Lecturer's Guide.* This portfolio contains suggested tasks and memoranda for both controlled tests and both examinations.

Table 2: Portfolio summative assessment tasks for *OBE for FET Colleges Sustainable Tourism Level 2:* Critical and Development Outcomes

Critical and Development Outcomes			Terms 1, 2, 3 and 4										
Outcomes		Technique	Practical assessment task				Assignment				Research project			
		Chapter	1	2	3	4	1	2	3	4	1	2	3	4
COs	DOs	Assessment task number	1	2	3	4	5	6	7	8	9	10	11	12
1														
2														
3														
4														
5														
6														
7														
	1													
	2													
	3													
	4													
	5													

Suggested Programme of Assessment

Portfolio of Assessment tasks *(continued)*

Table 3: Portfolio summative assessment tasks for *OBE for FET Colleges Sustainable Tourism Level 2:* Learning Outcomes and Assessment Standards														
Learning Outcomes and Assessment Standards			**Terms 1, 2, and 3**											
Outcomes		Technique	Practical assessment task				Assignment				Research project			
		Chapter	1	2	3	4	1	2	3	4	1	2	3	4
Learning Outcomes	Assessment Standards	Assessment task number	1	2	3	4	5	6	7	8	9	10	11	12
1														
2														
3														
Assessment tools used		Rubric												
		Memo												
		Rating scale												
		Checklist												

sustainable tourism:
level 2

lecturer's portfolio of formal summative assessments

| Lecturer's name | College |

| Class | Year |

Programme of Assessment portfolios

Moderation

Note: Various provincial education departments have their own requirements and their own pro formas. If this is the case in your province, place the appropriate forms in your Lecturer's Portfolio of Assessment, as guided by the layout.

NAME OF COLLEGE: _____   REGION/DISTRICT: _____

SUBJECT AND GRADE: _____   DATE: _____

Portfolio moderation checklist (Tick column when completed.)	Lecturer	Moderator
Lecturer's Portfolio of Assessment		
Five skills-focused assessments		
Three subject-controlled test question papers, marked with memoranda		
End-of-year examination question papers, marked with memoranda		
Working mark sheets for all class(es) assessments		

College and cluster moderation			
Type of moderation	Yes	No	Comment
College moderation has taken place over the year			
Cluster moderation has taken place during the cluster meetings			

List of sample portfolios

All portfolios requested are included in bundle. (Attach computer-printed list here.)

Sample portfolios			
Name of candidate (surname and initials)	Exam number	Portfolio college mark *	Portfolio moderated mark *
1			
2			
3			
4			
5			
6			
7 (Best**)			
Average marks		Of sample	Of moderation

* Some provinces expect totals of either 70 or 100 as the total of the portfolio college mark. (Controlled tests are not always included.)
** The word 'best' refers to the performance of the student with the most outstanding achievement.

Moderation of Programme of Assessment portfolios

Form for moderator's use only

Delete the statement that is not applicable:

Statements
No changes are to be made to mark sheets The assessment completed by the college is within 10% of the assessment by the Moderation Team, therefore no changes to the marks are required.
Changes to mark sheets are to be made. The assessment completed by the college differs by more than 10% from the assessment of the Moderation Team, therefore all the marks on the mark sheet for this subject _____ are to be increased/decreased by _____ marks. The moderation officials will carry out these changes and will carefully write the changes in green in the moderated column. A copy of the report is to be kept by the moderators at cluster and province level. A full report is provided below.

Moderator's detailed report

This report must be used constructively to support the college in its assessment of its students.

_____
_____
_____
_____
_____
_____
_____

The pair of moderators' signatures is provided below. No portfolio is moderated by a single person. A pair of moderators moderates a college's portfolios. Their endorsement of the results is provided below.

Moderator's name: _____ Moderator's signature: _____

Moderator's name: _____ Moderator's signature: _____

Date: _____

Moderation of Programme of Assessment portfolios

Lecturer's declaration

Place college logo/stamp here

I, _____ declare that:

- I am the lecturer of level _____, (subject) _____.
- All the planning sources listed below have been accurately consulted and used to provide an accurate, reliable, fair and authentic assessment of student performance.
- I have kept this Lecturer's Portfolio of Assessment and all its contents safely and free from unauthorised access.
- I have developed a Programme of Assessment for my subject.
- Regular consultations took place with other lecturers in my subject to support my students by developing and maintaining standards.
- I have assessed my students' tasks and I have checked their student assessments.
- Sampled moderation has occurred on a regular basis.
- The Student's Portfolios of Assessment have been kept safely and free from unauthorised access.
- The content of each Student's Portfolio of Assessment is complete and organised as required.
- All the required assessment tasks are included.
- The content of this Lecturer's Portfolio of Assessment is my own original record of work and has been completed within this year.

Signed at _____ on this _____ day of _____20___

_____
Signature (Lecturer)

_____ _____ _____
Name (Head of Department) Date Signature (Head of Department)

_____ _____ _____
Name (College Principal) Date Signature (College Principal)

_____ _____ _____
Name (Provincial level) Date Signature (Provincial level)

Planning tools

Checklist 1: Contents of the Lecturer's Portfolio of Assessment

Complete the content checklist below by placing a tick (✓) in the appropriate column to indicate that you have completed and included the appropriate assessment documents/materials for your Sustainable Tourism Level 2 Programme of Assessment.

Contents of the Lecturer's Portfolio of Assessment		
I have checked/included the following documents/materials:	Yes	No
• Checklist 1: Contents of Lecturer's Portfolio of Assessment		
• Checklist 2: Assessment planning		
• Checklist 3: documents for assessment planning		
• Checklists for contents of Student's Portfolio of Assessment for all my students		
• Lecturer's declaration of own assessments		
• Students' Portfolio of Assessment agreements		
• Students' Portfolio of Assessment declarations of authenticity		
• A Programme of Assessment and work schedule (year plan)		
• Assessment plans for each assessment task		
• Notes on students' special assessment needs		
• All Programme of Assessment portfolio tasks and their assessment plans		
• Assessment tools designed/used for each assessment task		
• Assessment records for each student taught in my classes (mark sheets)		
• Charts of assessment records and student achievement for my classes		
• Self-evaluation of Programme of Assessment		

Signed at _____ on this _____ day of _____20___

_____   _____   _____
Name (Lecturer)   Date   Signature (Lecturer)

_____   _____   _____
Name (College Assessment   Date   Signature (College Assessment
Co-ordinator)   Co-ordinator)

_____   _____   _____
Name (College Principal)   Date   Signature (College Principal)

Planning tools

Checklist 2: Assessment planning

Use the following checklist and place a tick (✓) in the appropriate column to make sure you have carried out each step of the assessment process.

Assessment planning		
I have:	**Yes**	**No**
• identified and stated the outcomes to be achieved by my students over a period of time		
• clearly identified the purpose of the assessment tasks as either formative or summative		
• determined the assessment focus for each of the tasks		
• determined what evidence is needed to indicate student achievement		
• chosen or designed assessment tasks that will give evidence of students' achievement		
• chosen or designed an appropriate assessment tool or combination of tools		
• planned how to implement the chosen assessment tasks in the classroom		
• provided the students with their Programme of Assessment		
• obtained my students' acknowledgement of their assessment agreements		
• conducted the assessment tasks in a controlled environment for best student achievement		
• collected evidence of students' performance in the planned assessment tasks		
• recorded my assessment observations and decisions around my student assessments		
• interpreted individual and class assessment records and made a decision about the students' level of performance achieved in the assessment tasks		
• provided my students with written, positive and directed feedback		
• recorded and reported my students' achievements on the required official report forms		

Signed at _____ on this _____ day of _____20___

_____   _____
Name (Lecturer)   Signature (Lecturer)

_____   _____   _____
Name (Head of Department)   Date   Signature (Head of Department)

_____   _____   _____
Name (College Assessment Co-ordinator)   Date   Signature (College Assessment Co-ordinator)

_____   _____   _____
Name (College Principal)   Date   Signature (College Principal)

Planning tools

Checklist 3: Documents for assessment planning

Complete and sign the checklist below to indicate that you have received the appropriate assessment documents/materials to plan your assessment programme.

Documents for assessment planning			
I have the following documents/materials:	Yes	No	Comment
1. The National Senior Cert ificate: A qualification at level 4 on the National Qualifications Network (NQF)			
2. The National Protocol on Assessment for schools in the General and Further Education and Training Band			
3. The relevant provincial legislated assessment documents			
4. National Curriculum Statement for Sustainable Tourism Level 2			
5. Learning Programme Guideline for Sustainable Tourism Level 2			
6. Sustainable Tourism Level 2 Subject Assessment Guidelines			
7. OBE for FET Colleges Sustainable Tourism Level 2 Student's Book and Lecturer's Guide			

Signed at _____ on this _____ day of _____20___

_____
Name (Lecturer)

_____   _____
Name (Head of Department)   Date

_____   _____
Name (College Assessment   Date
Co-ordinator)

_____   _____
Name (College Principal)   Date

_____
Signature (Lecturer)

_____
Signature (Head of Department)

_____
Signature (College Assessment
Co-ordinator)

_____
Signature (College Principal)

Planning tools

Programme of Assessment (summative portfolio assessment plans)

The tables below provide a tool for planning summative assessment tasks for the year.
- Write your standardised summative portfolio assessments in the tables, ensuring that they are spread over the year.
- Create a separate, similar table and fill in your choice of formative assessment activities that would lead to the development of skills, knowledge, attitudes and values in order to attain the standardised assessment requirements.
- Ensure that the students write their own assessment plans in their Student's Portfolio of Assessment.
- Use the table on the next page to plan what you need to do in order to complete each assessment task on the due date.

Programme of summative assessment: Action plans

In the table below:
- Fill in the due dates for the students to hand in the assessment task that you have chosen for each category, and give your students these dates.
- In the Plan of Action column, write down what you plan to do to complete these tasks and how you will meet the due dates, for example:
  - note which topics, skills and activities need to be covered before the students can be summatively assessed (e.g. graph drawing)
  - equipment and raw materials: make sure that you have everything available
  - venue and organisation: note special arrangements for equipment, speakers.

Programme of summative assessment for Sustainable Tourism Level 2		
	Due date	Plan of action
Task 1: Hands-on practical Topic: _____		
Task 2: Assignment Topic: _____		
Task 3: Research project Topic: _____		
Task 4: Controlled test 1 Work to be tested: _____		
Task 5: Mid-year examination Work to be tested: _____		
Task 6: Controlled test 2 Work to be tested: _____		
Task 7: End-of-year examination All work to be tested: _____		

Planning tools

Programme of summative assessment (portfolio plan)

Year:				Class:	
Portfolio plan: topics					
Category of assessment item	**Date**	**LOs**	**ASs**	**Curriculum theme**	**Skills domain covered**
e.g. practical	Week 1: 19–24 June			Investigate a tourist site	3.4
Portfolio task					
Assignment					
Research project					
Controlled test 1					
Controlled test 2					
Mid-year exam					
Final practical					
End-of-year exam					

Portfolio plan: record

Time allocated for tasks	Assessment tools	Assessed	Maximum mark	Weighted mark	Date
30 min	Rubric and memo		50	25	20 June
Total:				400	

Planning tools

Use this space to note important information about the context of assessment in your college. Note any special arrangements that need to be considered or catered for (for example, class size, lack of equipment, alternative equipment used, students' special needs, and so on).

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Planning tools

Providing for students with differing abilities and barriers to assessment

Use the space below to show how you will provide the following:
• expanded opportunities for students who need more challenges
• alternative assessment methods and tools for students who are disabled and/or who need other options in order to demonstrate achievement.

List the students who are disabled or who need additional support.

Note that the *OBE for FET Colleges Sustainable Tourism Level 2 Student's Book* includes a number of expanded opportunities in each chapter to stimulate and challenge students. There are also various activities that address the issue of clients and students with disabilities.

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Planning tools

Once you have decided on the summative and formative assessment tasks that you are going to do, complete the table below to check that you have covered all the outcomes.
- Tick each box to show where an outcome has been covered.
- Shade the columns that indicate summative assessment tasks.

Term _____ : Critical and Development Outcomes to be covered												
Term 1												
Chapter number												
Unit number												
Outcomes		**Assessment tasks**										
COs	**DOs**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

Planning tools

Term _____: Learning Outcomes and Assessment Standards to be covered												
Term 1												
Chapter number												
Unit number												
Outcomes		**Assessment tasks**										
LOs	**ASs**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
1	1.1											
	1.2											
	1.3											
2	2.1											
	2.2											
	2.3											
3	3.1											
	3.2											
	3.3											
	3.4											
4	4.1											
	4.2											
	4.3											
	4.4											
Assessment tools used	**Rubric**											
	Memo											
	Rating scale											
	Checklist											

Formal Programme of Assessment portfolio tasks

Introduction

(Use these planning grids and comment pages for all assessments that you do with your students.)

This section provides summative assessment tasks for your portfolio that have been selected from *OBE for FET Colleges Sustainable Tourism Level 2 Student's Book* for you to choose from. The assessment tasks are organised for each prescribed category. The summative portfolio assessment categories are:

1. Practical Assessment Task (one is to be submitted)
2. Assignment (one is to be submitted)
3. Research Project (one is to be submitted)
4. Controlled Test 1 (two Controlled Tests are to be submitted)
5. Controlled Test 2
6. Mid-year Examination (one is to be submitted)
7. End-of year Examination (one paper and one final Practical Assessment Task to be submitted)

For each category you will find a number of assessment tasks to choose from. You may choose from those provided to suit your assessment plan and to cover all the Learning Outcomes and Assessment Standards. You may add your own designed tasks at the places indicated under each section.

At the end of the year, please cut out the assessment tasks that you have chosen not to complete, and leave attached only the ones that you have completed.

If you have used some assessment tasks that are not from *OBE for FET Colleges Sustainable Tourism Level 2 Student's Book*, please list them in the table below. You can staple the tasks to the pages where indicated in each section of this Lecturer's Portfolio of Assessment. The tasks may be designed by you or chosen from a source reference. Please acknowledge all sources used if you have used other printed materials.

e.g. Activity/task 1: Project — own design Source: (if applicable)

Formal Programme of Assessment portfolio tasks

Assessment tools

Record of achievement									
Methods of assessment		LOs covered	ASs covered	Date completed	Student's marks obtained	Maximum mark for task	Maximum weighted mark	Student's converted mark	Student's moderated mark
Skills focused	Practical tasks						25		
	Assignment						25		
	Research project						20		
Controlled tests	Test 1						10		
	Test 2						10		
	Mid-year exam						10		
Examinations	Practical						100		
	Exam paper						200		
Total marks							**400**		

Marking and student assessment

Marking memoranda and rubrics

The marking memoranda for the activities are provided in the *OBE for FET Colleges Sustainable Tourism Level 2 Lecturer's Guide*.

Calculating and recording the student's marks

Calculating the student's marks for the hands-on practical investigation (option 1)
Mark: Determine the student's performance by using the associated rubrics and memorandum.
Ratios: Determine if the totals correlate to a 1:1 ratio for each LO assessed.
Converted portfolio mark: Divide the percentage mark by 4 and write it in the final box.

Calculating and recording the student's marks			
Total	Memorandum total		Total
Mark obtained	Percentage	Level	Converted mark for portfolio
Signature of lecturer			Date
Signature of student			Date
Student's name:			Year:

Reflection on and evaluation of Assessment Task

Reflection on and evaluation of the hands-on Practical Investigation Assessment Task conducted

This evaluation is required for you to note refinements associated with the assessment task chosen for next year's assessment planning notes.

Comment on the planning and conducting of the task(s)

_____
_____
_____
_____

Comment on the resource requirements and time taken

_____
_____
_____
_____

Comment on the student accessibility of the task

_____
_____
_____
_____

Comment on students' performance

_____
_____
_____
_____

Comment on the changes to be made for further use

_____
_____
_____
_____

Assessment

Assessing controlled tests

Assessment: _____

Class(es): _____

Topics covered: _____

Date on which the class test design was moderated: _____

Name of moderator: _____ Signature of moderator: _____

Date on which the controlled test was written: _____

Quest. no.	Cognitive ability levels						LO2			LO3			Knowledge areas	
	A	BI	BV	BN	C	D	AS1	AS2	AS3	AS1	AS2	AS3	Tourism in South Africa	Sustainability of tourism in South Africa
Actual marks														
Actual %	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Norm marks														
Norm %	%	%	%	%	%		33,33 %			33,33 %			%	%

Controlled Test

Planning grids

Interpretation of the grid ratings and balance for the pen-and-paper questions

- Finding the 'totals' of each cognitive level

	A	BI	BV	BN	C	D	TOTAL
Total number of items/instances							
Total number of marks							
% of items							
% of marks							

- Finding the 'totals' of each Learning Outcome

	LO2			LO3			TOTAL
	AS1	AS2	AS3	AS1	AS2	AS3	
Total number of items/instances							
Total number of marks							
% of items							
% of marks							

_____   _____
Signature of lecturer   Date

_____   _____
Signature of HOD   Date

_____   _____
Signature of moderator   Date

Collective mark schedules for formal Programme of Assessment portfolio assessment tasks

Mark schedule template

Use this mark schedule as a template to record your Summative Portfolio Assessment marks for each class, including a mark list for each class attached to this page.

Mark schedule template

Lecturer: _____ Class: _____ Date: _____

Assessment Focus	Assessment Task/Activity			Max. weighted mark	Value	Student's name 1	2	3	4
End-of-year	SAQA Level								
End-of-year	Total				400				
End-of-year	Practical				100				
End-of-year	Exam paper				200				
Controlled Tests	Mid-year exam	Max. weighted mark		10					
Controlled Tests	Mid-year exam	Max. mark							
Controlled Tests	Test 2	Max. weighted mark		10					
Controlled Tests	Test 2	Max. mark							
Controlled Tests	Test 1	Max. weighted mark		10					
Controlled Tests	Test 1	Max. Mark							
Skills Focused	Research Project	Max. weighted mark		20					
Skills Focused	Research Project	Max. Mark							
Skills Focused	Assignment	Max. weighted mark		25					
Skills Focused	Assignment	Max. mark							
Skills Focused	Practical Assessment Task	Max. weighted mark		25					
Skills Focused	Practical Assessment Task	Max. mark							

Row labels: LOs covered · ASs covered · Date

Evaluating assessment evidence and student achievement

Recording and reporting tools

Use the following recording and reporting tool to assess student performance and for promotion. Attach copies for each class.

Note: You may photocopy this page if additional lines are needed.

Summary of student's performance for reporting purposes

Lecturer: _____ Class: _____ Year: _____

No.	Student's name	SAQA rating	Qualitative comments	Recommendations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Evaluating assessment evidence and student achievement

Statistical analysis of student performance for reporting purposes

Class performance			
SUBJECT:			
Test/exam number		Class	
Content/type of test		Purpose	
Date of test		Median %	
Length of test		Number that wrote	
Maximum mark of test		Number that failed	

Statistical analysis			
4	**3**	**2**	**1**
80–100%	**70–79%**	**60–69%**	**0–59%**
Outstanding	**Competent**	**Not yet competent**	**Not achieved**

Diagnostic analysis		
No.	**Barriers to learning encountered**	**Reason/remedial action**
1		
2		
3		

Any other comments: _____

_____

_____

_____ _____ _____
Lecturer's signature   Lecturer's name   Date

Overall reflection on and evaluation of Programme of Assessment and student performance

Comments

In this evaluation you are required to note refinements associated with the assessment task chosen for next year's Programme of Assessment planning notes.

Comment on the results the students obtained for the tasks:

_____
_____
_____
_____
_____

Comment on the range of performance as seen within the class records for the classes you have assessed:

_____
_____
_____
_____

Comment on the student support that you suggest to overcome barriers to learning and to accommodate further learning:

_____
_____
_____
_____
_____

Comment on student support that can be recommended for enrichment:

_____
_____
_____
_____
_____

Overall reflection on and evaluation of Programme of Assessment and student performance

Comments *(continued)*

What part of the portfolio was the most meaningful for your students?

_____

_____

_____

_____

Were your students motivated by the assessment tasks? Explain:

_____

_____

_____

_____

List those skills tested that differed from those tested in examinations and tests:

_____

_____

_____

_____

State the assessment tasks that you feel were not very useful and give reasons:

_____

_____

_____

_____

Comment on the rubric used to assess your students' skills. Make written suggestions on the rubric to improve the performance indicators. Attach the rubric to this sheet:

_____

_____

_____

_____

_____

Supporting forms and documents

Record of absenteeism and accompanying letters

Attach any supporting forms and documents here that may be required by your provincial education department and assessment bodies. Some of the additional requirements are outlined below:

• class lists of students taught
• students' background information
• students with special needs and record of the concessions granted
• records of absenteeism and accompanying letters
• dates of cluster meetings and moderation meetings
• examination-design moderation reports
• statistical analysis of student performance for reporting purposes.

Example of record of absenteeism and accompanying letters

Students are expected to provide a letter signed by their parents or a legal guardian and should also make arrangements to complete a catch-up/replacement assessment task.

Name of lecturer: _____   Subject: _____   Class: _____

Record of absenteeism							
No.	Task missed	Date of task	Mark allocation of task	Date letter was received	Reason for absence	Date of catch-up/replacement assessment task	Student's signature (acknowledgement)
1							
2							
3							
4							
5							
6							
7							

Signed at _____ on this _____ day of _____20___

_____   _____   _____
Name (Lecturer)   Date   Signature (Lecturer)

_____   _____   _____
Name (Principal)   Date   Signature (Principal)

Understanding assessment

Assessment in the Further Education and Training (FET) band

The Department of Education has formulated guidelines for subject assessment. These are outlined in the individual Subject Assessment Guideline documents, which should be used with this book.

Your Sustainable Tourism Learning Programme and its assessment provide assessment opportunities for different reasons. The purpose of assessment is to measure students' development, to find out about students' problems and difficulties, and to determine if the students can be promoted to the next grade or level of difficulty. Assessment may be baseline, formative, diagnostic, summative (e.g. portfolios, tests and examinations) or systemic (e.g. national exit exams).

What will you assess?

Your assessment programme should focus on assessing students' ability and performance in the subject by measuring their achievement of the **Learning Outcomes** (LOs). The Learning Outcomes cover **knowledge concepts**, **skills** and **values and attitudes** to be achieved within this year. Each Learning Outcome is achieved through the students achieving the **Assessment Standards** (ASs). The ASs tell you what you should teach and are used to assess a student's achievement. The students need to achieve the entire set of Assessment Standards during the year. The three LOs are weighted equally – also in terms of mark allocations.

You will be expected to provide assessment tasks that are formative and summative (exams and portfolio) and that will require students to present oral, written or practical work to be assessed in one or more of the various **assessment techniques** as outlined in Table 8 on the next page. Assessment can be performed by you, by a peer (student to student), by a group and by the students themselves (self-assessment). Summative assessment for promotion purposes is done by the lecturer.

How will you assess?

You can assess your students' achievements using the following tools:
- memoranda
- checklists
- rubrics
- rating scales.

Understanding assessment

You will find that a wide variety of tools has been provided in your *OBE for FET Colleges Sustainable Tourism Level 2 Student's Book* and the *OBE for FET Colleges Sustainable Tourism Level 2 Lecturer's Guide.* Some of these tools are given to you with the prescribed portfolio assessment tasks in this book. You may also use those that you have designed and insert them as needed.

It is important that you provide the students with the assessment tools before they do the assessment task so that they can plan their assessments and revise accordingly. This does not apply to a class test or examination that uses a memorandum, except that the student needs to be informed in advance as to what is being covered within the test or examination. **Your Lecturer's Portfolio of Assessment** is an important record of your students' formative and summative assessments. Together with their final examination results, it will assist you in making promotion decisions about your students' performance.

Assessment Promotion Requirements

The **Student's Portfolios of Assessment** is an important record of your selected summative assessments, which count for the students' promotion together with their final examinations. Your **Lecturer's Portfolio of Assessment** is an essential part of this record. Table 8 shows you how each of the portfolio tasks makes up your students' promotion marks. Their final promotion is to be weighted as seen in Table 9.

Programme of assessment

Assessment in the FET band consists of internal (college-based) assessment, together with external (provincial/national/systemic) assessment in Level 2. This assessment is structured as follows:

Table 8: Programme of assessment: weightings for types of assessment for Sustainable Tourism Level 2 promotion

Formats	Learning Outcomes and Assessment Standards covered	Marks	Percentage
Portfolio assessment tasks	All Learning Outcomes and Assessment Standards	100	25%
Internal exams	All Learning Outcomes and Assessment Standards	300	75%
TOTAL	All Learning Outcomes and Assessment Standards	400	100%

Table 9: Programme of assessment: weightings for assessment tasks for Sustainable Tourism Level 2

(**Note:** Marks for the assessment tasks, excluding end-of-year exams, may be set at a mark greater than that required, as long as they are converted to the mark ratios indicated.)

Assessment approach	Outcomes and Assessment Standards covered	Formats	Marks	Total	Percentage
Portfolio assessment tasks	All Learning Outcomes and Assessment Standards	Three formal assessment tasks Two controlled tests One mid-year exam	25 + 25 + 20 = 70 2 x 10 = 20 1 x 10 = 10	100	25%
Internal exams	All Learning Outcomes and Assessment Standards	End-of-year exam plus final practical	200 + 100	300	75%
TOTAL	All Learning Outcomes and Assessment Standards	Seven portfolio items	20 + 10 + 70 + 300	400	100%

Understanding assessment

....

Assessment in the Further Education and Training (FET) band *(continued)*

The Programme of Assessment for Sustainable Tourism Level 2 is made up of seven assessment tasks, divided as follows:

Term 1	Term 2	Term 3	Term 4	TOTAL
1 task	1 task	1 task	1 exam	7 tasks
1 test	1 exam	1 test		

For these seven assessment tasks, you will formally assess the student's achievements yourself, and record the final marks awarded as well as the task's grading using the descriptors found in the 4-level rating scale prescribed by the Department of Education, as seen in Table 10.

Table 10: The 4-level rating scale to be used for recording and reporting all summative assessment and for promotion requirements

Grading	Marks %	Descriptors
4	80–100	Outstanding
3	70–79	Competent
2	60–69	Not yet competent
1	0–59	Not achieved

Notes

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