OBE for FET Colleges tourism

Sustainable Tourism in SA and regional travel

Tourism Operations and Technology

Client services and human relations

Science of tourism

level 3

lecturer's guide

NVA panel

contents

Commonly used acronyms

AS	Assessment standard
CASS	Continuous assessment
CO	Critical outcome
DO	Developmental outcome
DoE	Department of Education
ESASS	External summative assessment
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
SB	Student's Book
SO	Subject outcome
T	Topic
LO	Learning outcome
LP	Learning programme
SSM	Student Support Material
LTSM	Learning and teaching support materials
NCS	National Curriculum Statement
NSC	National Senior Certificate
NCV	National Certificate (Vocational)
NQF	National Qualifications Framework
OBE	Outcomes-based education
SKAVs	Skills, knowledge, attitudes and values
SWOT	Strengths, weaknesses, opportunities and threats
LG	Lecturer's Guide

Introduction

This series for the NCV subjects offers Lecturer's Guides and Students' Books for
- Food Preparation,
- Hospitality Generics
- Hospitality Services
- Client Services and Human Relations
- Sustainable Tourism
- Science of Tourism
- Tourism Operations
- New Venture Creation
- Entrepreneurship
- Operations Management
- Applied Accounting
- Financial Management
- Economic Environment.

This Lecturer's Guide covers all the subjects within this series.

1. How to use this Lecturer's Guide

Every chapter in the Lecturer's Guide includes guidance and additional information, together with suggested 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 SO, LO and ASs.

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 is intended to serve as background for the lecturer and 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. These formative assessment questions are directly linked to the outcomes of each unit and could be used as part of tests and examinations.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment methods, instruments and tools** 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. 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 Lecturers 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, 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 Assessment Standards in the Tourism NCS document.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that students should work in pairs.
	Group work This icon indicates that students should work in groups. Groups of four or five students are usually ideal, but it depends on the type of activity.
	ICASS This icon shows an activity that could be used as part of the continuous assessment (ICASS) process, which should take place throughout the year.
	Word bank New or difficult terms are explained or defined. Sometimes 'Tourism' words have different meanings to everyday language, so the aim is to extend the students' use of the English language and Tourism' terminology.
	Did you know? Reference to web site and other sources of information to extend the students knowledge base.
	Questions This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Questions at the end of each unit form part of summative assessment and assist the students to reflect 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) to the issues raised.

2.   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 new 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 some 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 Assessment Guidelines
Scheme of work	A Learning Programme consists of 2 stages of planning 1. Work Schedule per level per subject 2. Lesson Plans
Aims	Learning outcomes (LOs)
Objectives/topics/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, 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 are used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation, Test and Task-based assessment take 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.

3. Subject Outcomes and Learning Outcomes

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

Each of the subjects have topics linked to Subject Outcomes together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and which describe the knowledge, understanding, skills and values that students should demonstrate and be able to do at the end of the Hospitality Studies National Certificate Level 3 in the FET Colleges band.

4. OBE for FET Colleges series and the principles of the curriculum

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

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

OBE, integration and applied competence, credibility, quality and efficiency, high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the specific topics of each subject. This series deals with each of the following issues in ways that specifically suit the particular subject and Vocational Programme.

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 needs to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities need to be included in our economic actions and thinking.

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 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, inclusively, 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 condition 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 LOs and ASs that have been derived from the Cos, which were inspired by the Constitution, 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 at each level. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in

all students. In Tourism the necessary knowledge and skills have been built into the text and the activities.

Integration and applied competence and progression

Integration both within and across learning areas is central to OBE, because of the belief that fields of knowledge are connected. Some of the skills taught in one learning area may also be needed to achieve a learning outcome in another learning area. Achieving an optimal relationship between progression and integration is central to this curriculum. Within each subject, the NCS sets out progressively more complex expectations of students from level to level. This is called conceptual progression, and the NCS describes this progression through the ASs. Integration is about making links within and across learning areas, through related LOs and ASs. It is also about students developing skills, attitudes and values, as well as acquiring knowledge by integrating theory and practice. Complexity and depth in learning increases from the beginning to the end of a level (vertical progression) and from level to level (horizontal progression).

The table below shows some examples where Tourism has clear links with other subjects.

Subject	Possible areas of integration
Economics	• Contemporary socio-economic issues that impact on business • Savings and investment
Mathematical Literacy	• Numerical calculations • Numerical relationships • Mathematical knowledge and skills to plan personal finances • Data handling
Language	• Communication skills (e.g. oral presentations, research projects)
Computer Applications Technology	• Access to information • Acquisitions of IT skills specific to Tourism
Life Orientation	• Life skills, citizenship, HIV/Aids, goals

The shift in content and the method of presentation are captured in the ASs at levels suited to the cognitive ability of students in each level.

Credibility, quality and efficiency

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.

5.   Planning for the new curriculum

Please see the file for the specific subject for the year plan and programme of assessment for that subject.

It is imperative that Lecturers plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specific level if the Lecturer does not plan adequately. Planning could be summarized 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. This work schedule 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*).

Assessment

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF) and is part of the learning process 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
- create an integrated national framework for learning achievements
- 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:
- subject outcomes (SOs)
- learning outcomes (LOs)
- assessment standards (ASs)
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

The table below could 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).

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

	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

Tools and instruments for assessing student performance

Methods for assessment (Who carries out the assessment?)	
Self-assessment	Group assessment
Peer assessment	Lecturer assessment
Assessment forms	
Presentation	Examination
Debate or argument	Project
Interview	Simulation
Demonstration	Research or investigation
Questionnaire	Assignment
Role-play	Case study
Test	Practical task
Tools for assessing student performance	
Rubric	Observation sheet
Rating scale	Marking memorandum
Checklist	Assessment grid, etc.
Recording tools	
Class list	Day-by-day assessment sheet
Mark sheet	Promotion schedule, etc.
Reporting tools	
Report card using national codes and comments on competence	Lecturer-student interview
	Written comments in student's workbook
Lecturer-parent interview	Day-by-day assessment sheet, etc.

1.   When do we assess?

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 inform 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.

2.   Assessment methods

Some of the assessment methods used in most 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:** This includes 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).

3.   Internal continuous assessment (ICASS)

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

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, attitudes and values
- encourages lecturers and students to appraise their own work.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or 'structured environment'. The ISAT is the most significant test of students' ability to apply their acquired knowledge. The integrated assessment approach allows students to be assessed in more than one subject with the same ISAT. External summative assessments will be completed annually between October and December, with provision being made for supplementary sittings.

4. Number and forms of assessment for Level 3 assessment programme

At Level 3, an internal assessment component counts 50% of the final assessment mark. An example of the requirement of the internal assessment programme for Level 3 is summarized as follows:

Term 1	Term 2	Term 3	Total
One task, e.g. Assignment	One task, e.g. Project	One task, e.g. Presentation	Three tasks
One test		One test	Two tests
	June examination	September examination	Two examinations
			Seven items

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

The tasks should be carefully designed and give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of forms of assessment are debates, presentations, 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 test should be based on accumulative 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-the-year examination standards
- where there is more than one lecturer teaching the same subject, agreement should be reached on the scope, date and time of the test.

The structure and mark allocation should be similar to the final National Senior Certificate (NSC) Level 2 examination.

Instrument 2: Research assignment (minimum 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 students can form their own opinions based on acquired subject knowledge. Assignments may also be in the form of practical research.

Instrument 3: Project (minimum 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 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 (i.e. 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 ICASS 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 to 10 handwritten pages, excluding pictures, graphs, displays, etc.

When preparing a project, the following minimum requirements should be met:
- a title page
- a table of contents
- text divided into paragraphs
- references for sources
- the text should include pictures, photos, diagrams, graphs, etc.
- the text should be presented in an acceptable way (bound or stapled)

Instrument 4: Oral presentation (minimum 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.

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 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.

- **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.

- **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 should engage in a formal debate in groups not larger than eight.

Grading students' work

Assessment in the FET (Colleges) will be conducted in terms of a combination of mark allocation and criterion-referenced descriptors. The following classification scheme for mark translation to descriptors has been developed for the National Certificate (Vocational) Levels 2, 3 and 4.

Grading	Descriptors	Marks
5	Outstanding	80–100
4	Highly competent	70–79
3	Competent	50–69
2	Not yet competent	40–49
1	Not achieved	0–39

Subject competencies have been described to distinguish the grade expectations of what students must know and be able to achieve. The descriptions for Tourism are outlined in the Subject Guidelines and Assessment Guidelines for Tourism.

Assessment in particular subjects

External assessment in a subject will count 50% and college-based assessment (also called internal assessment or ICASS) will count another 50% to make up the progression mark of the student. The college-based assessment component, in turn, consists of a summative component (internal examinations and standardised tests) and a formative component (i.e. assignments and tasks to develop subject skills such as monitoring and research activities, presentations, debating, numerical calculations, summarizing and memorizing).

Tests and examinations will focus on assessing knowledge and understanding. This mainly uses the application of the student's subject-specific knowledge and skills. You can use case studies, analysis and interpretation of data, critical discussions of contemporary issues or numerical calculations.

Summative assessment

The summative component of college-based assessment will require students to:
- answer objective-type questions, i.e. multiple choice, true/false, matching concepts, etc.
- write an essay or a short answer to a question
- organise relevant information clearly and coherently, using specialised vocabulary where appropriate
- ensure that writing is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

Questions typically start with task or command words. These words indicate which skills are required when answering the question. For example if students are asked to evaluate a problem, but they only show knowledge and understanding, they will lose most of the marks for that question.

The meanings of the most frequently used task words are listed in the table below:

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. 'Define "globalisation"'.)
Describe	Give an account (e.g. 'Describe the relevance of contracts and their legal implications in different business contexts.')
Identify	Single out from other information (e.g. 'Identify the various components of micro (internal), market and macro business environments.')
Illustrate	Use examples to explain a point (e.g. 'Illustrate by means of examples the impact and challenges of contemporary socio-economic issues on business operations.')
List	State briefly (e.g. 'List four features of effective management.')
Outline	Give a short description of the main aspects or features (e.g. 'Outline the different investment opportunities for individuals and businesses.')
State	Give or say (e.g. 'State three reasons why social responsibility activities are undertaken by businesses.')
Summarise	Bring out the main points from a complex set of data. (e.g. 'Summarise the effect of the Skills Development Act and

	the implications of skills levies for large business.')
What	Clarify a point (e.g. 'What are the main characteristics of an entrepreneur?')
Application	
Apply	Use knowledge to understand an issue or problem (e.g. 'Apply a strengths, weaknesses, opportunities and threats (SWOT) analysis to determine a viable business venture.')
Calculate	Use mathematics to work out an answer (e.g. 'Calculate the selling price of a T-shirt if five T-shirts cost R500.00 to produce and the seller aims to make a 10% profit.')
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. 'Distinguish between the Road Accident Fund and Unemployment Insurance Fund.')
Explain	Make clear (e.g. 'Explain the features of the micro (internal), market and macro business environments in detail.')
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 Tourism knowledge (e.g. 'Suggest reasons why a business would rather train someone from within the business than recruit someone from outside the business.')
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 Tourism (e.g. 'Analyse the degree to which a business embraces entrepreneurial qualities.')
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. 'Compare by tabulating the extent to which a business can control and influence the business environment.')
Examine	Break down an issue or problem to understand it (e.g. 'Examine thoroughly the concept of social responsibility and its implications for both business and communities.')
Investigate	Look for evidence to explain and analyse (e.g. 'Investigate the nature of business being conducted in the area and classify it into primary, secondary and tertiary enterprises.')
Evaluation	
Assess	Analyse an economic issue or problem, and then weigh up the relative importance of different strands (e.g. 'Assess a team against the criteria for successful and collaborative team performance in a business context.')
Comment on	Invites students to make judgements based on the evidence they have presented (e.g. 'Comment on why the South African government, business and education system deem it necessary to develop an entrepreneurial culture in South Africa.')
Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. 'Critically analyse the three management or leadership styles.')
Do you think	Invites students to give their own opinions about an issue or problem. However, 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 to invest in shares or in unit trusts?')
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential (e.g. 'Discuss the relationship between the micro, market and macro business environments.')
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential (e.g. 'Evaluate the extent to which a business venture addresses issues such as human rights, inclusivity and the environment.')
To what extent?	Explain and analyse and then comment upon the relative importance of the arguments (e.g. 'To what extent should top management involve the rest of the employees in their business planning activities?')

Formative assessment

Formative assessment informs the lecturer and the student about the student's progress. The formative component of ICASS must include a variety of activities. For example:

- research and monitoring of relevant, contemporary economic 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's 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 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 in developing 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%)

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.

The paper may be divided as follows:

Format		
Section 1 (compulsory) **Sub-total: 50**	This section will include different types of objective questions, i.e. Q1: multiple choice Q2: short theoretical questions Q3: calculations	Total: 50
Section 2 (compulsory) **Sub-total: 150**	Four questions of 50 marks each; students must choose three questions to do.	Total: 150

The following task words from Bloom's taxonomy provide a guide to setting questions:

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	

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

Level of questioning	Percentage
Levels 1 and 2: Knowledge and comprehension	40%
Level 3: Application	40%
Level 4: Analysis, synthesis and evaluation	20%

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

5.   Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standards. 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 analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytic rubrics score the individual parts. It is important to note the following:

- The student is only assessed once for each criterion within a rubric.
- The comments make 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 work 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 SO and 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 rubrics and checklists that can be used and adapted for particular activities. These are referred to throughout the Lecturer's Guide.

Rubric 1: Standard rubric

Criteria	Outstanding (80–100%)	Highly competent (70–79%)	Competent (50–69%)	Not yet competent (40–49%)	Not achieved (0–39%)
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?		

37B

Rubric 2: Reflective self-assessment checklist

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

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							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comments:							
Do you feel the project helped you understand yourself?	yes			no			
Comments:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comments:							
Do you think you put a lot of effort into this project?	yes			no			

38B

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 is 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.

TEAM: **T**ogether   **E**veryone   **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**

Rubric 3: Assessment of group skills

Group name/Number:…………………………..

Names:……………………………………………………………………………………
………………………………………………………………………….........................

Did our group members:	YES	NO	Comment
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 …………………………............

Rubric 4: Assessment of co-operative group skills (1)

TASK SKILLS	Student 1 *	Student 2 *	Student 3 *	Student 4 *	Student 5 *
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 x (No) under the name of each student for each of the criteria.

Rubric 5: Assessment of co-operative group skills (2)

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 they were 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: college library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to 5 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 2 marks for each resource used (up to 6 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

39B

Rubric 6: Assessment of 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 people assessing the project.

Criteria	Mark awarded			
	Self	Peer/group	Consensus	Lecturer
1. Planning				
2. Quality of research				
3. Continuous collection of information and material				
4. Originality/Creativity				
5. Quality of contents				
6. Technical quality				
7. Oral presentation				
8. Individual / group role				
Converted to				

General guidelines for awarding marks/rating

Rating	Descriptor
5	Outstanding
4	Highly competent: exceeds the requirement
3	Competent: meets the requirement
2	Not yet competent: student needs support
1	Not achieved: made very little effort, needs substantial support

1. Planning

Rating	Descriptor
5	Very practicable planning schedule, independently drawn up by student
4	Very good, practicable planning schedule, with a few minor adjustments by lecturer needed
3	Good planning schedule, with a number of small adjustments by lecturer needed
2	Planning schedule not totally practicable – a substantial number of adjustments needed
1	Planning schedule totally impracticable – totally new planning necessary

2. Quality of research

Rating	Descriptor
5	Wide variety of sources used
4	More than required number of sources used
3	Adequate number of sources used
2	Less than adequate number of sources used
1	Only one or no resources used

3. Continuous collection of information and material

Rating	Descriptor
5	A lot of information collected continuously / submitted before due dates
4	More than adequate information collected / submitted before/on due dates
3	Adequate information collected continuously / submitted on due dates
2	Less than adequate information collected / some due dates missed
1	Very little information collected / seldom met due dates

4. Originality/creativity

Rating	Descriptor
5	Unique presentation of extremely high quality
4	Original presentation – however, based upon existing ideas
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

5. Quality of content

Rating	Descriptor
5	In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
4	Relevant and well-researched presentation – student demonstrates very good insight
3	Relevant content shows good insight, area of research well covered
2	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

6. Technical quality

Rating	Descriptor
5	Evidence of pride and very hard work – impressive final product
4	Very good presentation – full use of available sources/technology
3	Good final project
2	Minimal effort made; presentation only just acceptable; room for improvement
1	Very little trouble taken; untidy, shabby presentation

Rubric 7: Assessment of analytic skills

	1 Not achieved	2 Not yet competent	3 Competent	4 Highly competent	5 Outstanding
Knowledge and under-standing	Demonstrates no under-standing of the concepts, principles and theories required Demonstrates no command of relevant factual knowledge Shows no understanding of composition and structure	Demonstrates very little understanding of simple concepts, principles and theories Demonstrates very little command of relevant factual knowledge Shows very little understanding of composition and structure	Demonstrates a general understanding of ordinary concepts, principles and theories Demonstrates general command of relevant factual knowledge Shows general understanding of composition and structure	Demonstrates a significant understanding of major concepts, principles and theories Demonstrates a significant command of relevant factual knowledge Shows a significant understanding of composition and structure	Demonstrates comprehensive understanding of major concepts, principles and theories Demonstrates comprehensive command of relevant factual knowledge Shows comprehensive significant understanding of composition and structure
Context	Shows no ability to mould content in the required context	Shows little ability to mould content in the required context	Shows general ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows comprehensive ability to mould content in the required context
Skills	Shows no ability to construct tables and present data graphically Cannot make interpretations based on data and other conclusions	Shows some ability to construct tables and present data graphically Makes inadequate and limited interpretations based on data and other conclusions	Shows complete ability to construct tables and present data graphically Uses a variety of means to analyse and present data and draws valid conclusions		
Attitudes/ values	Demonstrates wrong attitudes/ values	Demonstrates appropriate attitudes/ values adequately			
Communi-cation	No ability to apply linguistic principles Lacks business studies vocabulary.	Makes errors in grammar and paraphrasing. Uses business studies terms but lacks the ability to communicate clearly	Uses grammar and paraphrasing correctly Uses standard business studies terminology in the correct context		

Rubric 8: Assessment of oral presentations (1)

The following example can be adapted, depending on the specific task being assessed. The relevant numbers should be circled.

Skills areas	Outstand-ing	Highly competent	Competent	Not yet competent	Not achieved
Location	5	4	3	2	1
Appeal	5	4	3	2	1
Neatness/tidiness	5	4	3	2	1
Communication	5	4	3	2	1
Variety	5	4	3	2	1
Appropriateness	5	4	3	2	1
Content	5	4	3	2	1
Technique	5	4	3	2	1
Total score					
Total	……… / 40			………%	
Comments:					

Rubric 9: Assessment of research processes

Skills areas	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Observation					
Recording					
Inference					
Investigative					
Evaluation					
Marks					
Total					
Comments:					

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 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) or from 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 logically
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

Evaluation of processes are 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.

Rubric 10: Assessment of oral presentations (2)

ASSESSMENT CRITERIA		ACHIEVEMENT: SUGGESTED MARK ALLOCATION						STUDENTS							
								1	2	3	4	5	6	7	8
		Factor by	5	4	3	2	1								
CONTENT	**Development**: Structure; Organisation; Support material	x 5 = /20	Exceptionally well structured, organised and has comprehensive support material	Generally well structured and organised and has sufficient support material	Structure and organisation needs attention and support material is evident	Poorly structured with very little support material	No structure, no organisation skills evident and no support material								
	Effectiveness: Purpose; Interest; Reception	x 3 = /15		Has significant purpose, hold interest and is well received by audience	Has purpose, holds interest and audience is receptive	Lacking in purpose, hold interest and is received by audience to a limited extent	No purpose, does not hold interest and is not well received by audience								
	Value: Ideas; Logic; Originality	x 3 = /15		Significant new ideas, ability to think logically and originality.	Some new ideas, ability to think logically and some originality.	One or two new ideas, ability to think logically and little originality.	No thought or logic evident. No originality.								
	Content sub-total	50													
DELIVERY	**Physical**: Appearance; Body language	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	Voice: Flexibility; Volume	x 5 = /10			Has presence and uses the correct body language	Demonstrates little presence; body language needs attention	Has no presence; uses incorrect body language								

					Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	Manner: Directness; Assurance; Enthusiasm	x 5 = /10														
	Delivery sub-total	**30**														
COMMUNICATION	**Appropriatene ss**: To purpose and audience	x 5 = /10			Audience and purpose taken into account	Very little awareness of audience and purpose	No awareness of the audience or purpose shown								
	Correctness: Grammar; Punctuation; Word selection	x 5 = /10			Correct use of grammar, punctuation and correct word selection	Grammar partially correct and some word selection incorrect	Incorrect use of grammar and word selection								
	Language sub-total	**20**														
TOTAL MARKS:		**/100**													

© Nasou Via Afrika

Rubric 11: Self-assessment checklist for an oral presentation

Did you introduce yourself to your audience?	Yes	No
Did you arouse the interest of your audience?	Yes	No
Did you begin with a clear introduction of your topic with an overview of what you would cover?	Yes	No
Were your ideas presented clearly with a logical flow from one point to the next?	Yes	No
Did you conclude by summing up what you had covered?	Yes	No
Were your visual aids clear and easy to read?	Yes	No
Did you have good control of your material with everything in the correct order?	Yes	No
Did you give the right amount of facts and figures? Could your audience understand them?	Yes	No
Did you avoid reading too much from your notes?	Yes	No
Did you look comfortable and relaxed?	Yes	No
Did you display any nervous gestures, such as hand-waving or pen-clicking?	Yes	No
Did you look and sound interested and enthusiastic?	Yes	No
Was your voice loud enough to be heard?	Yes	No
Did you speak too quickly or too slowly?	Yes	No
Were there any words you had problems pronouncing?	Yes	No
Did you get your timing right? Too long? Too short?	Yes	No
Did you allow time for questions, and invite your audience to make comments (rather than just asking, 'any questions'')?	Yes	No
Did you provide handouts for people to take away?	Yes	No

From: http://slc.otago.ac.nz/studyskills/ch5sec4.asp

Rubric 12: Assessment of a graphic presentation

The following rubric could be used to assess graphs (e.g. equilibrium, supply and demand graphs):

Criteria	Range			Comments
	0	1	2	Comments
Correct type of graph (bar/histogram/line/pie chart)	Not correct type	Correct type		
Suitable heading describing variables	Not present	Incomplete	Complete	
Independent variable on x-axis (horizontal)	Not present	Present		
Suitable scale on x-axis (horizontal)	Incorrect	Correct		
Labelling x-axis (horizontal)	Incorrect	Correct		
Units for independent variable on x-axis (horizontal)	Incorrect	Correct		
Dependent variable on y-axis (vertical)	Not present	Present		
Suitable scale on y-axis (vertical)	Incorrect	Correct		
Labelling y-axis (vertical)	Incorrect	Correct		
Units for independent variable on y-axis (vertical)	Incorrect	Correct		
Plotting points (check any three)	All incorrect	1–2 correct	All correct	
Neatness (joining points)	Untidy	Tidy		
Size of graph	Small, unclear	Large, clear		

Rubric 13: Assessment of written presentations

Students are often expected to write essays. Each essay topic should assess factual content, the ability to select relevant facts and link these to form a coherent argument, and the ability to express these ideas clearly.

The following rubric is a holistic one to assess the development of essay-writing skills:

Criteria	5 Excellent critical concept analysis; writing very focused	4 Good critical concept analysis; focused work	3 More descriptive than critical; analysis is vague in places	2 Completely descriptive, superficial, lacking in detail, missing the focus of the topic	1 Very superficial disorganised, lacking insight	Comment
Creative NVC ideas used for topic and content						
Topic or theme adhered to throughout the writing						
Clear thought sequence and logic						
Correct use of subject concepts and subject specific words						
Concise, brief, focused sentences						

Rubric 14: Assessment of attitudes and values

5	**Outstanding** 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.
4	**Highly competent / Exceeds the requirements** Understands and implements all instructions; can be depended upon to produce neat/thorough work. Respectful towards peers and others. Sets a good example and encourages others to behave. Regularly shows interest; asks questions and show a willingness to learn. Can express opinions even against popular opinion.
3	**Competent / Meets the requirements** 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.
2	**Not yet competent / 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; need 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.
1	**Not achieved / 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.

Mark allocation	Self		Educator		Final mark	
		5		5		5

© Nasou Via Afrika

Rubric 15: Assessment of poster communication skills

Criteria	Range			
	0	1	2	Comments
Content				
Main points	Points irrelevant	Some points irrelevant	Main points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	All facts correct	
Expression of facts	Poorly expressed	Partially expressed	Clearly expressed	
Presentation				
Size (e.g. A3)	Incorrect size	Correct size		
Headings	Not descriptive	Partially descriptive	Descriptive	
Font/print size	All too small	Some large enough	Large enough to read at one metre	
Organisation/lay out	Organisation muddled	Organisation mainly clear and logical	Organisation clear and logical	
Use of colour	Poor	Good	Very good	
Public appeal	Not eye-catching	Eye-catching	Very eye-catching	
Personal information	Not included	Included	More than required	
Marks				Total: _____/ 30

Rubric 16: Assessment of interview skills

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	

Rubric 17: Assessment of mind map construction

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Use of concepts/key words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Use of linking words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Layout and spatial organisation	Excellent	Clearly laid out	Layout good, but sometimes not clear	Cramped and unclear	Too small and cramped
Use of highlighting and focal points	Colours used appropriately and creatively	Colours used appropriately	Colours used, but not always appropriately	Little use of colour	Colours not used
Neatness	Extremely neat	Very neat	Neat	Untidy in places	Untidy

Comments:

Total mark: _____/25

Rubric 18: Assessment of questionnaire design and conducting a survey

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Questionnaire design					
Clarity and relevance of questions	Exceptionally clear and relevant	Clear and relevant	Mostly clear and relevant	Sometimes not clear or relevant	Confusing and irrelevant
Brevity and focus of questionnaire	Exactly the right number of focussed questions for purpose	Sufficient number of focussed questions	Mostly focussed, but some repetition	Too many or too few questions	Too long/too short
Conducting survey					
Recording of responses	Insightful and detailed	Clear and accurate	Sufficient to draw conclusions	Sometimes difficult to understand	Unclear – unable to draw conclusions
Sensitivity to interviewee (gender/age/ race/disability)	Shows exceptional sensitivity and awareness	Shows sufficient sensitivity and awareness	Shows adequate sensitivity and awareness	Shows little sensitivity and awareness	Shows no sensitivity or awareness
Sample (sufficient responses)	More responses than basic requirement	Sufficient number of responses	Meets minimum require-ments	Insufficient number of responses	Too few responses to draw any conclusions

Comments:

Total mark: _____/25

Rubric 19: Evidence of portfolio assessment

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

Name:	Grade:
Question	**Response**
What do you know now that you did not know before?	
What can you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Rubric 20: Monitoring and managing assessment

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

Who did the assessment?											
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)											

Sustainable Tourism in SA and regional travel – Year plan

Term/week	Chapter	Core content	Page	Assessment activities
TERM 1				
Week 1 - 4	1. South Africa and regional tourism	Unit 1: Countries and Indian Ocean islands in southern Africa	8-31	Activities 1- 12 Summative assessment Test
Week 5 - 6	2. The tourism experience	Unit 2: Experiencing South Africa	34 – 51	Activities 13 - 18
Week 7		Unit 3: Alternative choices for tourists	52 – 59	Activities 19 – 20
Week 8		Unit 4: Tourist behaviour	60 – 72	Activities 21 – 23 Test
TERM 2				
Week 1 - 2	2. The tourism experience	Unit 5: Sources of information for tourists	73 - 87	Activities 24 – 29 Summative assessment
Week 3 - 4	3. Tourism and heritage	Unit 6: The processes and agents shaping heritage	90 - 103	Activities 30 – 38
Week 5 - 7		Unit 7: Recognising types of heritage	104 –125	Activities 39 – 53
Week 8		Unit 8: Understanding heritage and tourism	126 - 133	Activities 54 – 55 Test
TERM 3				
Week 1	3. Tourism and heritage	Unit 8: Understanding heritage and tourism	134 – 139	Activities 56 – 58
Week 2 - 4		Unit 9: Your place in South African heritage	140 – 161	Activities 59 – 64 Summative assessment
Week 5 – 6	4. Sustainable tourism	Unit 10: Stakeholders in the tourism industry	162 - 177	Activities 65 – 74
Week 7 -8		Unit 11: Approaches to sustainable tourism	178 - 192	Activities 66 – 78 Test
TERM 4				
Week 1 – 2	4. Sustainable tourism	Unit 12: Tourism resources	193 – 205	Activities 79 – 82 Summative assessment
Week 3	5. Contributing to sustainable tourism	Unit 13: My performance in relation to sustainability	206 - 215	Activities 83 – 84
Week 4		Unit 14: Reflecting on my own contribution to sustainability	216 – 222	Activities 85 – 86 Summative assessment
Week 5-8	Chapters 1 to 5	Units 1 – 14	8 – 222	External examination

Tourism Operations and Technology – Year plan

	Term	Topic	Core content	Chapter	Page	Portfolio Assessment Tasks
SEMESTER 1	1 Week 1–4 Test	1. Tourism marketing	Unit 1: What is marketing? Marketing in the tourism industry; The elements of marketing; Marketing in the context of the tourism office Unit 2: The marketing concept and principles	1		Activities for Units 1 and 2
	Week 5–8 Test	1. Tourism marketing	Unit 3: A marketing culture Unit 4: Integrated marketing communication	1		Activities for Units 3 and 4
	2 Week 1–4 Revision Chap 1 EXAM	1. Tourism marketing	Unit 5: Marketing communications and tourism Unit 6: Communication tools in the tourism industry.	1		Activities for Units 5 and 6 June exam
SEMESTER 2	3 Week 1–8	2. Tourism entrepreneurship	Unit 7: Entrepreneurship in Tourism Unit 8: A successful tourism entrepreneur	2		Activities for Units 7–14
		3. Setting up a tourism enterprise	Unit 9: Characteristics of an entrepreneur Unit 10: Teamwork strategies Unit 11: The potential for a tourism SMME Unit 12: Risk associated with an SMME Unit 13: Running a tourism SMME Unit 14: Should I establish an SMME?	3		
	Exam/Test					
SEMESTER 3	4 Week 1–4 Revision of Topics 1 and 2 Summative practice tests (if time permits)	4. Running your own business	Unit 15: Business types Unit 16: The need for market research Unit 17: The financial aspects of starting a small business Unit 18: Business plans	4		Activities for Units 15–18 NB: Business plan Tests and examinations
	External exam					

Client services and human relations – Year plan

	Topic	Core content	Page	Activities	Page	Assessment activities
Semester 1						
TERM 1		Chapter 1 Human relations and the law				
Weeks 1–8 Chapter 1 Chapter 2		Unit 1: Democracy, citizenship and values • Democratic rights and responsibilities • Human rights, social justice and equality • The South African Constitution and Bill of Rights		Activity 1: How a democracy functions Activity 2: You are a government minister Activity 3: Rights and responsibilities Activity 4: Human rights Activity 5: Human rights, social justice and equality case study Activity 6: Advocacy for human rights, equality and social justice Activity 7: Values, principles and rules		Activity 8: Rights and responsibilities (Portfolio of Evidence) [50 marks]
		Unit 2: Democracy in the workplace • Labour relations • Employment equity • Basic conditions of employment • Skills development • Regulating behaviour • Restricting rights and freedom		Activity 9: The Labour Relations Act Activity 10: The Employment Equity Act Activity 11: You are an employer Activity 12: You are an employee Activity 13: The Basic Conditions of Employment Act Activity 14: The Skills D The Skills Development Act Activity 15: Duty of the government Activity 16: Restricting rights and freedom leads to conflict		Activity 19: Summative assessment – test [100 marks]
		Unit 3: Value conflicts and ethical dilemmas • Why conflicts and dilemmas arise • Solving conflicts		Activity 17: Value conflict and ethical dilemmas Activity 18: Value conflict in society		
		Chapter 2: Human relations: time for productivity				
		Unit 4: Time for personal development • How do you use your time? • What is your most productive time of the day? • Stress and time management		Activity 20: Your priorities Activity 21: How do you spend your time? Activity 22: Your most productive time of the day Activity 23: How stressed are you in a typical week?		
		Unit 5: A balanced lifestyle • What is a balanced lifestyle? • Balance and productivity • Support structures		Activity 24: A balanced lifestyle Activity 25: Check your balance Activity 26: Balance & productivity Activity 27: Support structures Activity 28: A personal plan		

		Unit 6: Time management • Manage your time • Choose the right tool • How can time management help you? • Unscheduled events and boundaries • Goal setting and time management • Set goals for a balanced lifestyle • Action plans • Revision	Activity 29: Tools to manage time Activity 30: Compare time management tools Activity 31: Give advice Activity 32: discuss case study Activity 33: Dealing with interruptions Activity 34: Set goals for the short, medium and long term Activity 35: Set goals for a balanced lifestyle	Activity 36: An action plan (Portfolio task) [100 marks] Test
TERM 2		**Chapter 3: Human relations: new staff**		
Weeks 1–8 Chapter 3 Chapter 4 Chapter 5		Unit 7 Induction of new staff • New staff in the workplace • The induction process	Activity 37: The importance of familiarising new staff with the workplace Activity 38: Introducing and inducting Activity 39: Being new, being made welcome Activity 40: The induction process	Activity 62: Comparing cultures (Portfolio) Internal Examination
		Unit 8: Support new staff members • Work routines and procedures • Ask questions • Help and support • Improve the induction procedure	Activity 41: Role-play being new Activity 42: An action plan Activity 43: An induction programme and a case study	
		Chapter 4: Safety and security		
		Unit 9: Safety and security in the workplace Unit 10: Preventing and handling violent situations Unit 11: Identifying and reporting suspicious items Revision	Activity 44: compare types of violent action Activity 45: restricted areas Activity 46: be on the alert Activity 47: is security important Activity 48: dealing with violent situations Activity 49: describe a suspect Activity 50: class discussion Activity 51: role play Activity 52: college security	
		Chapter 5: Cultural knowledge, client care and communication		
		Unit 12: Knowing many cultures • What is culture? • Understanding many cultures • The importance of knowing about other cultures	Activity 53: What is culture? Activity 54: Quick question Activity 55: The importance of knowing about other cultures Activity 56: Dealing with managers, supervisors and colleagues Activity 57: Grouping clients	

	• Dealing with colleagues, supervisors and managers • Different types of clients • International tourist groups • Tourists speak different languages • Comparing cultures	Activity 59: Grouping tourists Activity 60: Which languages do tourists speak? Activity 61: Welcome soccer tourists		
SEMESTER 2				
TERM 3		Chapter 5: Cultural knowledge, client care and communication		
WEEKS 1–8 Chapter 5 Chapter 6	Unit 13: The importance of communication • Why communication is important • Gestures and non-verbal communication • Eye contact in communication	Activity 63: Your non-verbal communication Activity 64: Quick question Activity 65: When gestures are necessary Activity 66: Compare interpretations of non-verbal language Activity 67: Use gestures and non-verbal language Activity 68: The role of eye contact		
	Unit 14: Minimise misunderstandings • The importance of verbal and non-verbal communication with tourists • Roles of colleagues, supervisors and managers • Client satisfaction is important • Communication lines in organisations • Good communication can prevent misunderstandings • Procedures to sort out misunderstandings	Activity 69: The importance of verbal and non-verbal communication Activity 70: Roles and functions of workers Activity 71: The importance of client satisfaction Activity 72: Communication lines Activity 73: Prevent misunderstandings Activity 74: Misunderstandings		
	Chapter 6: Culture and client care			
	Unit 15: South Africa's main international tourist groups • Main international tourists • Tourists' cultures and needs	Activity 77: South Africa's main tourist groups Activity 78: Investigate tourists' cultures and needs	Activity 76: Summative assessment [100 marks]	
	Unit 16: Communicating with tourists • Non-verbal communication • Many languages	Activity 79: Use non-verbal language Activity 80: Use keywords		
	Unit 17: South Africa's main population groups • Main population groups • South African cultures	Activity 81: Respect different cultures Activity 82: South Africa's main population groups		

		• The beliefs of South Africa's cultures • Cultural norms and differences • Revision	Activity 83: Proud to be South African Activity 84: Holy days Activity 85: Cultural norms and differences		
TERM 4		**Chapter 7: Client care**			
WEEKS 1–8 Chapter 7		Unit 18: Cultural consideration • Be considerate of cultural norms and differences • Anticipate cultural needs • Take action to solve problems arising from cultural differences • Cultural differences in the workplace that may cause conflict	Activity 86: How will you deal with differences at work? Activity 87: How will you take differences into consideration? Activity 89: Serving different cultures Activity 90: Cultural needs Activity 91: Role-play resolving conflicts Activity 92: Role-play different cultures Activity 93: Cultural differences at work	Activity 88: A cultural day (Portfolio) Activity 106: A rationale (Portfolio)
		Unit 19: Service excellence • The client is a source of revenue and salaries • Client reactions to poor service • Satisfy irate clients and deal with complaints • Confidential information • The value of complaints and client feedback • Anticipate client needs • Greet clients appropriately	Activity 94: Losing regular clients Activity 95: The unhappy worker Activity 96: Poor service Activity 97: Say sorry Activity 98: What is wrong? Activity 99: Answer the phone Activity 100: Responding to complaints Activity 101: Keep it confidential Activity 102: The need for feedback Activity 103: Develop empathy Activity 104: Anticipate needs Activity 105: Greet clients appropriately	
		Unit 20: Serious complaints • When to deal directly with complaints or to refer clients • Follow-up actions for complaints	Activity 107: Deal directly or refer complaints Activity 108: When and why to deal directly or to refer complaints Activity 109: Follow up on complaints	
		Unit 21: Learn from your actions to improve client care • Promote establishment services • The importance of client care • How to improve client care • Revision	Activity 110: Promoting establishment services 1 Activity 111: Promoting establishment services 2 Activity 112: Promoting establishment services 3: good service Activity 113: The importance of client care Activity 114: Improve client care in a particular context	Activity 114: Summative assessment Units 18–21 Test External examination

Science of tourism – Year plan

	Topic	Core content	Activities	Assessment activities
Semester 1				
TERM 1		**Chapter 1: The market environment and tourism**		
Weeks 1–8 Chapter 1 Chapter 2		Unit 1: The macro environment and a tourism business	Activity 1: How does HIV/AIDS affect a tourism business? (page 14) Activity 2: Red tape in the tourism industry (page 18) Activity 3: Project on red tape (page 19) Activity 4: Analyse a tourism business (page 19)	Activity 4: Analyse a tourism business (Portfolio of Assessment)
		Unit 2: The market environment and a tourism business	Activity 5: Consumers and a tourism business (page 23) Activity 6: Suppliers and competitors (page 27)	Activity 5: Consumers and a tourism business (Portfolio of Evidence) Activity 6: Suppliers and competitors (Portfolio of Evidence)
		Unit 3: The influence of the macroenvironment on a business	Activity 7: Formulate a mission statement (page 31) Activity 8: Impact of strikes on a business (page 35) Activity 9: Resources (page 36) Activity 10: Research the consequences of the negative influence of the microenvironment on a business (page 36)	Activity 9 (Portfolio of Evidence) Activity 10: Research the consequences of the negative influence of the microenvironment on a business (Portfolio of Evidence)
		Chapter 2: Factors that influence tourism		
		Unit 4: The impact of the physical environment	Activity 11: Infrastructure and a tourism business (page 42) Activity 12: Business opportunities (page 43) Activity 13: Natural features in my area (page 43) Activity 14: Seasons, weather and tourism (page 44) Activity 15: Natural events and tourism (page 50) Activity 16: Research a current event (page 50) Activity 17: Tourism opportunities (page 51) Activity 18: Tourism opportunities in the Drakensberg (page 54)	Activity 15: Natural events and tourism Activity 16: Research a current event

		Unit 5: Events that can affect tourism	Activity 19: The Iraq war (page 61) Activity 20: The Zimbabwe crisis and regional tourism (page 65) Activity 21: SARS and the tourism industry (page 67) Activity 22: HIV/AIDS and the tourism industry (page 68) Activity 23: Research AIDS and a tourism business (page 69) Activity 24: Consequences of crime (page 70) Activity 25: Research project (page 70)	Activity 25: Research project (Portfolio of Evidence)
TERM 2		**Chapter 3: A tourism business and the law**		
Weeks 1–8 Chapter 3 Chapter 4		Unit 6: Labour legislation and a tourism business	Activity 26: How does this new law affect the industry? (page 77) Activity 27: Tourism skills (page 81) Activity 28: What was the impact? (page 84) Activity 29: Explore working conditions (page 84) Activity 30: Investigate labour legislation in a tourism business (page 85)	Activity 30: Investigate labour legislation in a tourism business
		Chapter 4: Factors that affect the tourism industry		
		Unit 7: The influence of the economic environment on tourism businesses	Activity 31: Tourism and economic growth (page 90) Activity 32: The effect of inflation on a tourism business (page 93) Activity 33: Research (page 99) Activity 34: Exchange rate and tourism (page 100)	Activity 32: The effect of inflation on a tourism business Activity 33: Research
		Unit 8: Technology and the tourism business sector	Activity 35: Surf the net (page 104) Activity 36: Technology in the real world (page 107) Activity 37: Research technology (page 110) Activity 38: Research e-commerce (page 113) Activity 39: Brainstorm opportunities (page 117) Activity 40: New technology (page 119) Activity 41: A debate about technology (page 119)	Activity 37: Research technology Activity 40: New technology Activity 41: A debate about technology
		Unit 9: Vulnerability of the tourism sectors to the macroenvironment	Activity 42: Tourism sectors (page 121)	
		Unit 10: The macroenvironment and opportunities for a tourism business	Activity 43: Infrastructure in your local area (page 127) Activity 44: Indaba (page 129) Activity 45: Business opportunities (page 129)	

Semester 2				
TERM 3		Revision (2 weeks) Chapter 5: Events and venues		
WEEKS 1–8 Chapter 5 Chapter 6		Unit 11: Events, exhibitions and conferences	Activity 46: Find information (page 135) Activity 47: Design a poster (page 138)	Activity 47: Design a poster (Portfolio of Evidence)
		Unit 12: Venues	Activity 48: Investigate locations (page 148) Activity 49: Safety in your area (page 149)	
		Chapter 6: Getting around		
		Unit 13: Finding your way	Activity 50: Design a brochure (page 154) Activity 51: How far is it? (page 156) Activity 52: Give directions (page 156) Activity 53: Write directions (page 157) Activity 54: Find out about GPS (page 159) Activity 55: Communicating with clients (page 159) Activity 56: Avoid the traffic! (page 160)	Activity 50: Design a brochure (Portfolio of Evidence) Activity 52: Give directions Activity 53: Write directions
		Unit 14: Renting a vehicle	Activity 57: Driving a rented vehicle (page 162) Activity 58: Cross-border travel (page 166) Activity 59: Find out about insurance (page 166) Activity 60: Supplying information to clients (page 167)	Activity 58: Cross-border travel Activity 59: Find out about insurance
		Unit 15: Safety when traveling	Activity 61: Design a brochure (page 170) Activity 62: Talk about the law (page 173) Activity 63: Supply positive information (page 173) Activity 64: Can you improve? (page 174)	Activity 61: Design a brochure (Portfolio of Evidence)
TERM 4		Chapter 7: Event planning		
WEEKS 1–8 Chapter 7		Unit 16: Planning an event	Activity 65: Plan an event (page 183) Activity 66: Make a date (page 184) Activity 67: Where will it be? (page 187)	Activity 65: Plan an event
		Unit 17: Arranging a venue and catering	Activity 68: Choosing a venue (page 192) Activity 69: Catering for all (page 195) Activity 70: Draw up an agenda (page 197) Activity 71: Draw up a checklist 199	Activity 69: Catering for all Activity 70: Draw up an agenda Activity 71: Draw up a checklist

		Unit 18: Arranging travel and accommodation	Activity 72: Case study (page 203) Activity 73: Transporting delegates (page 207) Activity 74: Car rental arrangements (page 208) Activity 75: Write a letter (page 208)	Activity 75: Write a letter (Portfolio of Evidence)
		Unit 19: Documentation	Activity 76: Write a memo (page 210) Activity 77: Checklist to confirm bookings (page 211) Activity 78: Overview (page 211)	Activity 78: Overview
	Chapter 8: Career opportunities in the tourism industry			
		Unit 20: Self-employment in tourism	Activity 79: Research career opportunities (page 221) Activity 80: Means of verifying information (page 224) Activity 81: Different types of companies (page 228)	Activity 79: Research career opportunities
		Unit 21: Researching business opportunities in tourism	Activity 82: How good are these sources? (page 232) Activity 83: Sourcing relevant information (page 242) Activity 84: Making the final business decision (page 243)	Activity 83: Sourcing relevant information Activity 84: Making the final business decision
		Unit 22: Overcoming problems in researching business opportunities	Activity 85: Identifying potential problems relating to sources of information (page 246) Activity 86: Identifying alternative sources of information (page 246)	External Examination

Sustainable Tourism in SA and regional travel level 3 curriculum

Topic 1: **South Africa and regional tourism**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify the location of various regional countries and Indian Ocean Islands	Identify the location of various regional countries and Indian Ocean Islands on a map. (Range: Namibia, Botswana, Zimbabwe, Mozambique, Kenya, Tanzania, Madagascar, Mauritius, Seychelles) Describe typical features, attractions and tourist facilities (Range: a desert destinations, a swamp destination, a big game destination, a coastal destination, an Indian Ocean Island destination)	1. Identify the location of various regional countries and Indian Ocean Islands on a map (Range: Namibia, Botswana, Zimbabwe, Mozambique, Kenya, Tanzania, Madagascar, Mauritius, Seychelles) 2. Research and document in table format the typical features, attractions and tourist facilities (Range: a desert destination, a swamp destination, a big game destination, a coastal destination, an Indian Ocean Island destination)	Knowledge test on blank maps Video on each destination in the range accompanied by a worksheet Individual project for each destination in the range (All the above to be filed in the PoE)
Use basic information on South Africa and a local area to enhance a tourist's experience	**Advise tourists on a range of attractions that meets their particular interest** Assist guests to plan their afternoon based on knowledge of local attractions.	1.Describe a range of attractions in a local area that will match the particular interest(s) of a tourist 2. Research a particular South African attraction or destination and document under the following headings, using basic information about South Africa and the local area: weather, cultural sensitivity, practical time planning, distance(s) to cover, transport needed, sightseeing value to and from the attraction 3. Study various tour operator brochures, then research and design an elementary brochure for a half-day excursion. Design a simple travel plan in support of the above itinerary	Individual assignment based on a different case study per student (i.e. varying the tourist profiles) Draw up a table for a selected attraction/destination under the headings given Complete a case study in which an afternoon is planned for guests from another province; design a simple travel plan in support of the suggested itinerary
Suggest and recommend alternative arrangements for clients based on knowledge of the context	**Suggest alternative venues or attractions to compensate for closure or cancellations.** Suggest supplementary attractions to enhance or alter a tourist itinerary	4. Recommend alternative venues, attractions or routes in case the preferred itinerary cannot take place due to a change in circumstances (e.g. bad weather) or a change in information (e.g. an unexpected incident) 5. Suggest additional attractions or activities to enhance or to alter the excursion 6. Explain how one would arrange	**A case study whereby a tourist's itinerary has to be altered due to a change or changes in circumstances (must also include point 6)** A case study in which existing but fairly mundane plans for an excursion are adjusted to include additional attractions/activities

		alternative bookings to a cancelled event	
Advise clients on appropriate behaviour based on the context	**Describe protocol at a religious site.** Advise about personal security in the city. Advise about not littering. Admonish against disturbing vegetation is a natural habitat	7. Describe appropriate tourist behaviour based on protocol at a religious site, e.g. at a mosque or a Hindu temple 8. List important points about personal security, thinking of the tourist as either a pedestrian, a driver or a passenger 9. Explain how one would address issues such as littering and respecting the natural habitat with one's clients	Individual assignment: research a local religious site and write a short report on the behaviour expected from visitors to the site Design a pamphlet for clients regarding personal safety at all times (especially in the city); littering; disturbing vegetation in a natural habitat
Access sources of information in order to provide a service to clients	Describe traditional food in a specific area Contact the Automobile Association to find out the state of a road Explain current cultural events in the area. Describe the basic details about a current national issue. Use different sources to gain information (Range: radio, Internet, newspaper, industry publications and talking to people who are "in the know")	9. Determine various sources of information to ensure that the client experiences a problem-free and successful excursion. 10. List and explain how one would access various sources of information to keep abreast with the everyday happenings in one's city, province and country. Include: the radio, internet, newspaper, industry publications and talks with people who are well informed. Give examples where possible 11. Describe how one could convey possibly controversial information for tourists in a manner that ensures a just point of view, affecting national and international attitudes positively (versus giving a downright negative and one-sided view)	Case study plus worksheet with questions covering all the aspects mentioned. Activities should include: A phone call, fax or e-mail to • a restaurant for information about traditional food available in a specific area; • the Automobile Association to find out about the state of the road in the area(s) your clients intend visiting; • a local information center to be informed about current cultural events in the area; consulting a few newspaper articles providing the basic details about a current local issue, e.g. demonstrations against the lack of basic municipal services (or any other controversial issue about which tourists might raise questions)
Demonstrate an understanding of the dynamic processes and agents shaping heritage	The impact of historical and current political, economic and biophysical social factors on one another and on different ways of seeing heritage. (Range of factors: Individuals, museums, zoos, natural resources, NGO/Community Based Organisations, the media, schools, funding agencies, etc.)	1. Examine the impact of historical and current political, economic and biophysical social factors on one another and on different ways of seeing heritage. (Range of factors: Individuals, museums, zoos, natural resources, NGO/Community Based Organisations, the media, schools, funding agencies, etc.) 2. Discuss the dynamic processes of agents shaping heritage	To be advised (duplication with unit standard in Level 2 but since it covers a vast amount of material, the two unit standard could actually be offered in such a way that on Level 2 the basics of embedded knowledge are covered, and on Level 3 the same material would be covered but in far greater detail?)
Recognise types of	Compare natural and	3. Compare natural and cultural	As above

heritage	cultural heritages. Compare tangible and non-tangible heritages.	heritages 4. Compare tangible and non-tangible heritages	
Use understanding of heritage to enhance performance	**Enhance sensitivity towards and learn more about others by exploring different heritages.** Explore options for using heritage in everyday work.	5. Explain how sensitivity towards others can be enhanced through knowledge of different heritages 6. List options for using heritage in everyday work	As above
Recognise own place in South African heritage	**Place own family in South African Heritage.** Explore some of the personal consequences of own cultural inheritance, such as language, religions, class and gender	7. Compile a very basic diagram depicting the various South African cultures and place own family in South African Heritage context 8. Select a controversial tourism issue and research different attitudes towards it by comparing cross cultural responses (e.g. amongst fellow students) 9. Document the findings in a simple table and compare to personal point of view, in order to explore some consequences of own cultural inheritance, such as language, religions, class and gender	**Design a poster with a diagram showing own family in context of South African race, language, religion, class** Individual oral presentation (using above poster as visual aid)

Topic 2: Contribute to sustainable tourism

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe different roles, relationships, responsibilities and expectations of stakeholders in tourism	**Roles and responsibilities of stakeholders are explained in line with relevant tourism legislation and guidelines.** Methods of ensuring full participation of all stakeholders in sustainable tourism are described in line with documented tourism guidelines. Stakeholder expectations are identified from approved sources and described in line with national tourism documented strategies	1. Outline the different roles played by stakeholders such as: Government (on national as well as local level), industrialists, entrepreneurs (e.g. tour operators), tourists and communities, and the relationships between them 2. List the needs of different stakeholders and the potential conflicts between these needs 3. Suggest methods to ensure full participation of all stakeholders in sustainable tourism enterprises	Group project to research and document the different key stakeholders (to be filed in portfolio); their relationships, needs and the potential conflicts arising from these needs Group discussion on point 3 followed by a list of methods compiled by the group as a result of the discussion
Describe approaches for sustainable tourism	**Sustainable tourism strategies are obtained from approved sources** Sustainable tourism strategies are described in line with organizational objectives.	4. Obtain sustainable tourism strategies from approved sources e.g. White Paper, Government Gazette etc. 5. Compare them to general organizational objectives 6. Compare them to general tourism industry activities	**Design true and false statements for the student to answer to find sustainable tourism strategies from the approved sources mentioned** Case study of a hypothetical tourist organization depicting

	Strategic objectives are described in line with industry activities		their objectives so that point 5 can be executed Short question worksheet to do point 6
Identify types of resources integral to tourism	**Types of resources are listed and use and application explained using correct terminology.** Integral resources are listed and explained in line with national strategic implementation guidelines	7. List types of resources available and explain their use and application using the correct terminology 8. Describe the value of heritage resources such as archaeological, historical, cultural, wildlife and scenic sites	**Compile a list with the necessary explanations** In table form, describe the value of he various heritage resources as required
Evaluate sustainability issues towards improving own performance	**Sustainability issues are obtained from approved source and impact on own industry identified and listed in table format.** Sustainability issues that could affect own performance are identified, evaluated and actioned in line with organizational standards and operating procedures. **Sustainability issues that could affect work place and organisational performance are identified, evaluated and actioned in line with organizational standards and operating procedures.**	9. Obtain sustainability issues from an approved source. Given a case study, the impact on student's own industry is identified 10. List these findings 11. Still using a case study, identify and list sustainability issues that could affect own performance 12. Write short paragraphs to evaluate and action these issues in line with organizational standards and operational procedures (the latter all forming part of the case study) 13. Identify, list and evaluate sustainability issues that could affect work place and organizational performance, e.g. within the hiring sector 14. Action these in line with organizational standards and operating procedures	**Compile a list as specified** **Case study of a hypothetical tourism organization in which work practices are depicted in order to allow the student to carry out the rest of point 9** Use similar case studies for points 10 - 13
Reflect on own contribution to sustainability within a tourism enterprise or – project	**Own contribution is evaluated and contribution to tourism sustainability identified and listed in line with own sector's strategic objectives.** Own contribution suggestions and strategies are developed and implemented in line with organizational standards and procedures.	15. Describe own contribution in a commercially, environmentally and culturally sustainable enterprise (case study) 16. Make a list of suggestions regarding the improvement of self-performance and the organisation's performance in relation to the understanding of sustainability	As above

Tourism Operations and Technology level 3 curriculum

Topic 1 Tourism marketing

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify and define what marketing is	A definition of marketing is given in the context of the Tourism industry All the elements of marketing, as related to the Tourism industry, are identified and listed Marketing is put into context with other functions in the Tourism office	1. Verbally explain marketing in the context of the Tourism industry 2. Identify and list all the elements of marketing, relating them to the Tourism industry 3. Put marketing into context with other functions in the Tourism office	Compile a diagram or flow chart with marketing definition in the center, indicating the elements of marketing (with tourism examples) Compile a diagram or flowchart relating marketing to other functions in a typical tourism business
Identify marketing principles and concepts	Marketing principles are defined The components of a marketing concept in Tourism are defined A commitment to marketing principles in a Tourism context is demonstrated	4. Verbally define marketing principles 5. Define the components of a marketing concept in Tourism 6. Demonstrate a commitment to marketing principles in a Tourism context	Class discussion to formulate definition Compile a written list Search for a relevant article in the press and participate in small group discussions File article and short written paragraph or comments in PoE Case study with question & answers at end of the section
Identify the benefits of instilling a marketing culture in oneself	Tourism examples for each of the following benefits are given: • People are influenced towards a marketing culture • Company competitiveness is ensured • Job satisfaction levels are ensured • Overall business process runs more smoothly • Customer needs are met	7. Formulate tourism examples for each of the following benefits: • People are influenced towards a marketing culture • Company competitiveness is ensured • Job satisfaction levels are ensured • Overall business process runs more smoothly • Customer needs are met	Group discussions during which learner compiles own examples Articles from the press can be sourced in advance, in order to stimulate the discussions
Persuade others of the benefits of a marketing	Computer orientation is identified and explained	8. Identify and explain computer orientation against	**Worksheets with comprehension-type**

culture	against a Tourism background	a Tourism background	scenarios relating to points 8, 9 and 10 with the questions planned in such a way that they will assist learner to formulate own ideas as set out in the three learning outcomes
	Customer service orientation is identified and explained in a Tourism context	9. Identify and explain customer service orientation in a Tourism context	
	Interdepartmental objectives are met	10. Meet interdepartmental objectives (using a Tourism organisation example)	
Explain integrated marketing communications in the context of the Tourism industry	A complete but concise definition of integrated marketing communications in Tourism is formulated	11. Formulate a complete but concise definition of integrated marketing communications in Tourism	Write down the definition of marketing communication, (including sponsorship, event marketing, sales promotion and advertising through public relations)
	The evolution of integrated marketing communications is briefly explained	12. Briefly explain the evolution of integrated marketing communications	Research and report back, describing the shift from 'sales talk' and pure advertising only, to the more integrated approach of modern marketing communication. In the discussion mention should also be made of the shift from the production era to the sales era to the marketing era. Examples should be Tourism related as far as possible
	The use of integrated marketing communications in Tourism is described	13. Describe the use of integrated marketing communications in Tourism	Group discussion on (a) the role of marketing communications including promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, customer retention and loyalty, motivating staff; b) Briefly consider how they can apply them? Learner to compile own written descriptions for PoE
	Steps in using integrated marketing communications in the Tourism Industry are listed and explained	14. List and explain steps in using integrated marketing communications in the Tourism Industry	Compile a list of the detailed process of the marketing communication plan, from Determining the promotional opportunity and promotional objectives, to Selecting the appropriate audience, the message, the marketing communication mix etc. to Determining the budget, Implementing the plan and Measuring the results. Learner must apply the steps to a simple Tourism promotional

			idea as the list grows and develops
Explain the objectives of integrated marketing communications in the Tourism industry	The objectives of integrated marketing communications in the Tourism industry are defined	15. Define the objectives of integrated marketing communications in the Tourism industry	Compile a definition of advertising objectives in Tourism i.e. why is one doing it?
	The objectives' role in the process of marketing communication are explained	16. Explain the objectives' role in the process of marketing communication	Advertising objectives should meet certain requirements - learner should research Tourism marketing source literature and try to formulate four or five of these requirements, i.e. what results will I achieve by advertising, or promoting etc.
	Methods of communicating marketing communications objectives are explained	17. Explain methods of communicating marketing communications objectives	By means of an applicable case study, introduce the learner to the ATR model (awareness, trial and reinforcement) and lead him with questions-and-answer worksheet to apply this variation of the communication process to a tourism-related business situation
	The use and control of objectives (against a Tourism background) are explained	18. Explain the use and control of objectives (against a Tourism background)	Supply learner with an example e.g. In winter, a promotion would be a more suitable i.m.c. tool for a specific travel destination than plain advertising. Learner must then come up with three other tourism situations where the use and control of objectives can be illustrated
Describe integrated marketing communication tools that can be used in the Tourism industry	Integrated marketing communication tools in Tourism are defined	19. Define integrated marketing communication tools in Tourism	Group discussion, then write down a definition
	A list of integrated marketing communication's tools is compiled	20. Draw up a list of integrated marketing communication's tools	Assignment or project: Compile a diagram with a detailed list, including the whole marketing mix, advertising, the AIDA principle, brochures and print material, advertising media, personal selling, sales promotions, direct marketing, on-line marketing (Internet*), exhibitions and public relations. Other columns in the diagram can match the possible how and where of each tool. (* IT-related exercise towards website design recommended here)
	How and where these tools can be used in the Tourism industry, is described	21. Describe how and where these tools can be used in the Tourism industry	

Topic 2:   Tourism entrepreneurship

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe and discuss entrepreneurship in Tourism	"Entrepreneur" and "intrapreneur" are described and discussed in terms of tourism employment opportunities	1. Describe and discuss "entrepreneur" and "intrapreneur" in terms of tourism employment opportunities	Written tasks based on related research on well-known local tourism entrepreneurs and aided by group discussions
	Different types of entrepreneurial opportunities are identified, described and discussed within the tourism industry	2. Identify, describe and discuss different types of entrepreneurial opportunities within the tourism industry	
	Advantages and disadvantages of entrepreneurship are discussed and tourism-related examples are given	3. Discuss advantages and disadvantages of entrepreneurship and give tourism-related examples	Draw a diagram (3 column) and complete
	The role of tourism entrepreneurship in social development is explained and tourism examples are given (Range: Job creation, local wealth creation, negation of the migrant labour, urbanization, empowerment)	4. Explain the role of tourism entrepreneurship in social development and give tourism examples (Range: Job creation, local wealth creation, negation of the migrant labour, urbanization, empowerment)	NB! Several case studies and related question-and-answer worksheets on each of these points but especially on BEE and the importance of bringing BEE into the tourism business
		5. Identify and discuss reasons for business failure against the tourism industry background	
	Reasons for business failure are identified and discussed against the tourism industry background		Set a case study of a tourism enterprise that has failed, then lead with a class discussion, so that learner can compile own list of reasons for failure and/or pitfalls to beware of
Identify and describe the characteristics of a successful tourism entrepreneur	The characteristics of a successful entrepreneur are identified and discussed with tourism examples	6. Identify the characteristics of a successful entrepreneur and discuss with tourism examples	Compile a table or adapt from an earlier, similar exercise
	Skills, aptitudes, personality and values of entrepreneurial behaviour are differentiated, with relevant tourism examples	7. Differentiate skills, aptitudes, personality and values of entrepreneurial behaviour with relevant tourism examples	Alternatively, use an article about a prominent tourism entrepreneur from a current financial magazine, as comprehension test/worksheet (outcomes 6 – 8)
	The importance of each characteristic in the context of a specific new tourism venture is analysed	8. Analyse the importance of each characteristic in the context of a specific new tourism venture	
	The technical, business, managerial and personal		Set short written tasks to guide learner towards research on

	strategies required for establishing a successful tourism venture are explained and examples are provided	9. Explain the technical, business, managerial and personal strategies required for establishing a successful tourism venture and provide examples	each of these strategies, ending in a group discussion or oral report-back session
Identify, assess and improve tourism entrepreneurial characteristics	A base-line knowledge is established in respect of own personality, interests and aptitude	10. Establish a base-line knowledge in respect of own personality, interests and aptitude	Use a standard character-analysing quiz from a popular magazine, or based on something similar. (There should be a definite section on entrepreneurial potential)
	Individual/ personal entrepreneurial characteristics are assessed against the general entrepreneurial characteristics	11. Assess individual/ personal entrepreneurial characteristics against the general entrepreneurial characteristics	Learners use a detailed checklist to assess which of their entrepreneurial skills are particularly strong, average, weak, very weak, etc. This is then compared to a general list of accepted important general entrepreneurial characteristics, in order to detect shortfalls
	Own strengths and weaknesses as a potential tourism entrepreneur are determined	12. Determine own strengths and weaknesses as a potential tourism entrepreneur	Short case studies in which various entrepreneurial shortcomings feature; group discussions on possible remedies
	Strategies to address shortcomings are developed and implemented where possible	13. Discuss strategies to address shortcomings and implement where possible	Research assignment to source local or national programs that exist

Points 15 and 16 can tie in with the assessment activity of outcome 13, or can be used to extend the discussion emanating from outcome 13 |
	Enabling programs for the new tourism entrepreneur are identified	14. Identify enabling programs for the new tourism entrepreneur	
	Short-term goals for self in entrepreneurial context are determined and discussed	15. Articulate short-term goals for self in entrepreneurial context and discuss	
	Medium- and long-term goals are planned and the sustainability of these goals are determined	16. Plan medium- and long-term goals and determine the sustainability of these goals	
Explain and demonstrate effective teamwork strategies in a tourism entrepreneurial context	**The concepts of teamwork and how they should be implemented in a tourism enterprise**
        are explained

The characteristics of group | **11. Explain the concepts of teamwork and how they should be implemented in a tourism enterprise**

12. Analyse the characteristics of group dynamics and give | Discussions on the various aspects of team work (outcomes 11, 12 and 13), followed by a worksheet on various tourism work situations where the entrepreneur needs to identify lack of teamwork, and suggest possible |

	dynamics are analysed and examples of each are given	examples of each	solutions.
	Group roles and stages in team development are identified	**13. Identify group roles and stages in team development**	Alternatively, learners must source media articles reporting on tourism successes where teamwork was the key to an entrepreneur's good performance
	Strategies for effective teamwork and the effects of group dynamics in the tourism workplace are discussed, with examples	14. Discuss strategies for effective teamwork and the effects of group dynamics in the tourism workplace, with examples	
Identify and research the potential for a specific tourism SMME as an own business	Personal profile is matched to type of work, product or service that has potential as a tourism SMME	15. Match personal profile to type of work, product or service that has potential as a tourism SMME	Present learner with a diagram containing a column with potential tourism SMME's regarding jobs, products or services and learner must match personal profile (compiled during earlier outcomes) to these
	Training required to ensure success of tourism SMME is identified and a decision is made on when and where to access training	16. Identify training required to ensure success of tourism SMME and make a decision on when and where to access training	Learner selects one of the above and does related research for outcome 16, 17, 18 and 19. Report-back in written form, or, if orally, against a specific tick-sheet containing specific criteria (NB If learners are totally unfamiliar with the concepts mentioned in these outcomes, group work and work sheets should be used to bridge the gap)
	The need for the identified tourism product or service and possible competition in a selected area is researched and a decision is made about possible distribution channels	17. Research the need for the identified tourism product or service and research possible competition in a selected area and make a decision about possible distribution channels	
	A decision is made and supported on a suitable location for a selected SMME	18. Make and support a decision on a suitable location for a selected SMME	
	Municipal by-laws and other constraints on trade for a selected tourism SMME in a specific location are investigated	19. Investigate municipal by-laws and other constraints on trade for a selected tourism SMME in a specific location	When the previous report has been delivered, this outcome can serve as a concluding exercise, possibly in the form of a short oral report-back
	The importance of networking for an SMME, is explained with examples	20. Explain the importance of networking for an SMME, with examples	
Identify the risk associated	The financial risks encountered by SMME's are	21. Describe the financial risks encountered by	**Outcomes 21 to 26 can best be assessed by means of**

with a tourism-type SMME	described and tourism-related examples are given	SMME's and give tourism-type examples	worksheets combined with case studies to cover the various aspects mentioned
	Risks associated with being an employer for a tourism SMME are explained	22. Explain risks associated with being an employer for a tourism SMME	
	The need for a tourism SMME to market and to advertise is explained and an indication of the associated risks is given	23. Explain the need for a tourism SMME to market and to advertise and give an indication of the associated risks	
	Risks associated with growth is discussed for three different tourism scenarios	24. Discuss risks associated with growth for three different tourism scenarios	
	The insurance needs of a specific tourism enterprise are investigated	25. Investigate the insurance needs of a specific tourism enterprise	
	The risks associated with stock and other tourism business assets are described and an indication of possible measures to reduce the risk is given	26. Describe the risks associated with stock and other tourism business assets and give an indication of possible measures to reduce the risk	
Explain the financial aspects involved in running a tourism SMME	The concepts of start up and working capital is explained with reference to a specific tourism SMME	27. Explain the concepts of start up and working capital with reference to a specific tourism SMME	Outcomes 27 to 32 can best be assessed by means of worksheets combined with case studies to cover the various aspects mentioned. Short research tasks can be added where applicable.
	The relationship between cash flow and profit is explained for three tourism-related case studies	28. Explain the relationship between cash flow and profit for three tourism-related case studies	
	Financial controls required to ensure that a tourism business is viable are explained, with examples	29. Explain financial controls required to ensure that a tourism business is viable, with examples	
	The implications of poor financial management are explained with tourism-related examples	30. Explain the implications of poor financial management, with tourism-related examples	
		31. Name the types of contract that a tourism	

		SMME could enter into and interpret and explain a contract wording in plain language	
	The types of contract that a tourism SMME could enter into are listed and a contract wording is interpreted and explained in plain language		
	The tax responsibilities of a SMME are explained and an indication is given of when a business is liable for each form of tax	32. Explain the tax responsibilities of a SMME and give an indication of when a business is liable for each form of tax	
Make and support a decision on whether to establish an SMME in the tourism industry	The concept of tourism entrepreneur is explained with reference to risk	33. Explain the concept of tourism entrepreneur with reference to risk	Describe the types of risk that a tourism entrepreneur could face, then research the next outcome: Compile a report showing and comparing the findings of the survey
	Three selected tourism SMME's have been observed to establish the service levels required for success	34. Survey three selected tourism SMME's to establish the service levels required for success	Submit the motivating decision in writing
	A decision is made to establish or not to establish a SMME supported by the findings of an investigation	35. Make a decision to establish or not to establish a SMME supported by the findings of an investigation	
	Three selected tourism SMME's are studied to establish quality of produce/service and potential productivity required for success	36. Survey three selected tourism SMME's to establish quality of produce/service and potential productivity required for success	Compile a report showing and comparing the findings of the survey
Describe the various types of business and the registrations required for a small business in South Africa, concentrating on the tourism industry	The types of small tourism business that are legal in South Africa are described and an indication of the advantages and disadvantages of each is given	37. Describe the types of small tourism business that are legal in South Africa and give an indication of the advantages and disadvantages of each	Outcomes 37 to 46 can best be assessed by means of worksheets combined with case studies to cover the various aspects mentioned. Short research tasks can be added where applicable
	The legal requirements of each kind of business entity is explained and an indication of the cost of registration in each case, is given	38. Explain the legal requirements of each kind of business entity and give an indication of the cost of registration in each case	
	The taxation implications of operating each type of entity are researched and compared and an indication is given of the best type of business in specific circumstances	39. Research and compare the taxation implications of operating each type of entity and give an indication of the best type of business in specific circumstances	
	The principles of input and output VAT are explained and one example of the net/input VAT is calculated (using a	40. Explain the principles of input and output VAT and calculate one example of the net/input VAT (using a	

	case study)	case study)	
	Registration with the South African Revenue Service (SARS) is discussed and an indication of the implications of non-compliance is given	41. Discuss registration with the South African Revenue Service (SARS) and give an indication of the implications of non-compliance	
	The current rate of the various taxes paid to SARS are indicated in a table and calculate for one example	42. Using the case study, indicate in a table the current rate of the various taxes paid to SARS and calculate for one example	
	The purpose of the skills levy is discussed and a list of the SETAS that would be applicable to a range of tourism businesses is compiled	43. Discuss the purpose of the skills levy and compile a list of the SETAS that would be applicable to a range of tourism businesses	
	An employer's responsibility to register and pay for UIF is described and the contributions for a tourism-related business example are calculated	44. Describe an employer's responsibility to register and pay for UIF and calculate the contributions for a tourism-related business example	
	The purpose of benefits of COID are described, and the amounts due (for a tourism-related business example) are calculated	45. Describe the purpose of benefits of COID, and calculate the amounts due for a tourism-related business example	
	Tourism industry registrations are identified and the addresses and contact numbers for local registration for own hypothetical type of tourism business are researched	46. Identify tourism industry registrations and research the addresses and contact numbers for local registration for own hypothetical type of tourism business	
Discuss the need for market research when starting any new tourism business	The importance of market research in planning a new tourism business is discussed and an indication is given of the dangers of not doing a proper research viability study	47. Discuss the importance of market research in planning a new tourism business and give an indication of the dangers of not doing a proper research viability study	Case studies and work sheets on aspects of market feasibility study, including marketing information, SWOT analysis and competitive advantage
	The typical target market and consumer profile for three tourism businesses are identified	48. Identify the typical target market and consumer profile for three tourism businesses	Assignment
	The current competition for potential tourism enterprises in	49. Research the current competition for potential	Project

	3 locations is investigated and recommendations are made as to a potential location	tourism enterprises in 3 locations and make recommendations as to a potential location	
Demonstrate knowledge and understanding of the financial aspects of starting a small tourism business	**Possible sources of finance for a small tourism business are researched and presented and a decision is made on the advantages and disadvantages of each**	50. Research and present possible sources of finance for a small tourism business and make a decision on the advantages and disadvantages of each	Case studies and works sheets on the various aspects of financial feasibility study (including the importance thereof, start-up costs, fixed assets required etc.)
	Possibilities for small business support in terms of financial, strategy and training needs are investigated	51. Investigate possibilities for small business support in terms of financial, strategy and training needs	Assignment (outcomes 51 – 53)
	The issue of providing suretyship for a business loan is discussed and a substantial opinion as to the risk is expressed	52. Discuss the issue of providing suretyship for a business loan and express a substantial opinion as to the risk	
	Financial implications and alternatives for capital asset requirements in relation to purchasing of leasing premises and a vehicle(s), IT requirements and other business expenses are discussed	53. Discuss financial implications and alternatives for capital asset requirements in relation to purchasing of leasing premises and a vehicle(s), IT requirements and other business expenses	
Compile a business plan based on a budget for an SMME	**The typical income and expense items are described for at least two different types of tourism SMME's**	54. Describe the typical income and expense items for at least two different types of tourism SMME's	Continuation of case studies and research relating to feasibility study (determining the expenditure)
	The purpose of a business plan is explained in relation to evidence of viability of the budget	55. Explain the purpose of a business plan in relation to evidence of viability of the budget	Detailed written exercises covering all the various aspects of a business plan (hand in hand with a tourism-related case study)
	The basic elements of a business plan for a loan application is explained with examples	56. Explain the basic elements of a business plan for a loan application, with examples	Learner can then attempt to write his/her own case study in which the various aspects gleaned from the previous exercises are used to plot it all together.
	A basic business plan is compiled and presented for a tourism SMME of choice	57. Compile and present a basic business plan for a tourism SMME of choice	As a final assessment, learners (individually or in small groups) get to select a potential tourism SMME of choice and must compile and present a basic but detailed business plan

Client Services and Human Relations level 3 curriculum

Topic 1: **Human relation requirements according to the various Acts**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe how a democratic society functions and what citizenship means	• The rights and responsibilities of a government and its citizens are described • Issues of human rights, social justice and equality are explained	• Describe the rights and responsibilities of a government and its citizens • Identify issues of human rights, social justice and equality	• Write an assignment on what privileges you have and what your duties are as a citizen in a democratic society
Identify the values contained in the South African constitution and Bill of Rights	• Values like human dignity, equality and non-racialism must be described • The universal moral principles which underpin these values must be identified • The values, principles and rules which govern democracy in society and the workplace must be described	• Identify the values (range: human dignity, equality, non-racialism) contained in the South African constitution and Bill of Rights • Explain the moral principal on which they are based	• In a tabular format identify the values, principles and rules under, human dignity, equality and non-racialism
Describe democracy in the workplace and how it contributes to a more just and a more equitable society	• The labour relations Act, the Employment Equity Act, the Basic Conditions of Employment Act and the Skills Development Act must be discussed • The rights and responsibilities of employers and employees must be described in terms of the above mention acts	• Describe the responsibilities and rights of employers and employees in terms of the Labour Relations Act. • Describe the rights and responsibilities of the employers and the employees in terms of the Employment Equity Act • Describe the rights and responsibilities in terms of the Basic Conditions of Employment Act • Describe the rights and responsibilities of the Skills Development Act. • Explain the duty of the government to regulate the behaviour of citizens, groups, institutions and organizations • Identify ways in which such actions may lead to conflict where it touches their rights and freedom	
Describe why value conflicts and ethical dilemmas arise	• The development of value conflict and ethical dilemmas around particular issues in society and in the	• Identify such incidents of value conflict in society • Describe ways of solving such conflict	• Do a case study and suggest ways of dealing and resolving conflict

	workplace must be discussed • The responsibility that government has in regulating the behaviour of citizens which at the same leads to conflict must be discussed.		
Analyse such incidents of value conflict	• Dilemmas that arise when the interest of different groups are in conflict must be interpreted • Ways of resolving such conflicts must be discussed	• Identify methods of assessing dilemmas that arise when the interests of different groups are in conflict • Suggest ways of dealing and resolving such conflicts	• Write a written test on the assessment standards of the first 5 Subject outcomes of this topic
Reflect on personal time in order to plan a balanced life style	• Own activities over a specific period are analysed to determine own use of time • Time spent on activities is analysed in terms of time in relation to quality and quantity • The most productive time of day is identified for own lifestyle patterns and habits • The relationship between own stress levels and time management is identified for a specific period	• Analyse own activities over a period of time to determine own use of time • Determine if the time spent on the activities is justified in terms of their quantity and quality • Identify the most productive time of the day in terms of own lifestyle patterns and habits • Identify own stress levels for a specified period	• Each student must hand in a prioritized list according to importance of the activities he/she engages in weekly. • For a week each student must monitor the time he/she spent on these activities - draw - up a time table • Now determine if the time spent on these activities is justified in terms of their importance • Determine the most productive time of day
Research aspects of a balanced lifestyle and their relationship to productivity	• The concept of a balanced life style is explained with examples • The concept of productivity is explained with examples • The balance in own life is evaluated in terms of work and personal commitments and an indication is given of the impact these have on each other and on productivity • Support structures in own life are identified and an indication is given of how each serves as a resource	• Explain the concept of a balanced lifestyle with examples • Explain the concept of productivity with examples • Evaluate the balance in own life in terms of work and personal commitments • Describe the impact that these have on each other and on productivity • Identify support structures in own life • Explain how each serves as a resource	• Develop a personal plan for a balanced life style in terms of work, personal commitments, recreation, rest, hygiene etc.
Investigate tools and techniques to manage time	• Tools to manage time are identified and an indication is given of when each is appropriate • The use of three different time management tools is compared with reference to the advantages and disadvantages of each and an indication is given of	• Identify tools that can be used to manage time • State when each is appropriate to use • List possible contingency plans for 3 different tools • Compare these tools and identify the respective advantages and disadvantages of using them	• In a tabular format compare the management tools with reference to advantages and disadvantages applicable to your own lifestyle to measure the achievement goals in the short, medium and log term • Do a case study

	possible contingency plans for each tool • Goal setting is explored as a time management technique and an indication is given of how the achievement of goals can be measured in the short, medium and long term • The importance of planning in time management is explained with reference to the integration tasks, booking self time, prioritising tasks and meeting deadlines • Techniques for dealing with interruptions and unscheduled tasks are identified in order to set boundaries	• Explain goal setting as a time management technique • Describe how achievement of goals can be measured in the short, medium and long term • Explain the importance of time management in terms of the integration of tasks, booking, self time, prioritising tasks and meeting deadlines • Identify techniques for dealing with interruptions and unscheduled tasks in order to set boundaries • Identify goals that can be set for the short, medium and long term to achieve a balanced lifestyle	
Apply knowledge of time management to enhance own productivity and lifestyle	• Realistic goals are set for the short, medium and long term to achieve a balanced lifestyle • An action plan with measurable outputs is developed to meet specific deadlines • Network and support structures that could help to achieve personal goals are identified for work and personal aspects • The importance of regular review of goals and action plans is explained with examples	• Develop an action plan with measurable outputs to meet specific deadlines • Identify networks and support structures that can help to achieve personal goals for work and personal aspects • Explain the importance of the regular review of goals and action plans with examples	• Develop an action plan for yourself with measurable outputs to meet specific deadlines
Demonstrate knowledge and understanding about new staff in the workplace	• The importance of familiarising new staff with the workplace must be explained • The importance of checking that new staff understands their responsibilities must be explained • The difference of introducing a new staff member and inducting a new staff member to the workplace must be explained	• Explain the importance of familiarising new staff with the workplace • Explain the importance of checking that new staff understand their responsibilities • Explain the difference between introducing new staff to the workplace and inducting new staff • Explain how new staff should be welcomed and familiarised with the site facilities and introduced to fellow workers	• Write a rationale on the importance of making sure that the employees are satisfied and happy and give suggestions on how to achieve it
Demonstrate the ability to make decisions about lending support to new staff members	• New staff must be welcomed to the organisation and familiarised with the relevant site facilities and introduced to fellow workers	• Explain basic work routines and organisational procedures in a specific area of work including but not excluding basic work	• Choose an new employee (a new fellow student) in your field of training - develop a plan on hoe he/she can be assisted in the initial

	• Basic work routines and organisational procedures must be explained in order to understand requirements • New staff must be encouraged to ask questions and seek clarification where necessary • New staff must be assisted in the initial performance of allocated work activities	routines, location of facilities, responsibilities and work procedures • Explain why new staff must be encouraged to ask questions and seek clarification where necessary • Describe how new staff can be assisted in the initial performance of allocated duties and activities	performance of allocated duties and activities for a period of a week
Demonstrate the ability to recognize shortcomings in the induction procedure or system and to suggest ways to remedy these	• Ways to improve existing induction programme must be suggested.	• Identify ways to improve the existing induction programme	• Case study about a new employee's first week at work (obviously an unhappy week). Provide student with a 'copy' of the company's induction program/policy in order to make suggested changes towards improvement

Topic 2: Health and safety procedures to ensure a safe and secure environment

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe national/provincial and company procedures to maintain a secure working environment	• Possible violent situations must be described • Suspicious parcels and persons must be described • Procedures on securing different areas must be identified	• Describe possible violent situations including but not restricted to bomb threats, hijacking, armed robbery, riots, strike, mass action • Identify different areas in a working environment including but not restricted to client areas, staff areas and storage areas. • Identify suspicious items	• Research the various violent situations and compare them in a table format stipulating their differences and similarities and suggesting what security measures can be taken to prevent them
Explain how to maintain a high level of security for staff and clients	• Measures and procedures to maintain a high level of security must be described • The impact on the organisation of not maintaining a high level of security must be discussed	• Identify measures that can be taken to ensure a high level of security • Explain the consequences if there are no preventative measures in place	
Describe security procedures to avoid and or handle violent situations	• Various security measures to prevent violent situations must be described • Actions to be taken when violent situations occur must be identified	• Describe the appropriate security measures that must be taken in various violent situations • Explain the procedures that must be followed when taking these security measures	
Explain the importance of securing unauthorised areas from client access	• Reasons for securing unauthorised areas from client access must be explained • The importance of securing	• Explain the importance of securing unauthorised areas from client access	• In your field of study select an business and identify areas demarcated for staff only, storerooms with only limited access etc. and explain in each case the

	unauthorised areas from client access must be discussed		reason for
Given a violent situation, identify the perpetrators	• In a violent situation the perpetrators must be identified • The correct procedure for reporting the perpetrators must explained • Appropriate conduct must be displayed	• Identify the perpetrators in various violent situations • Describe the correct procedures of reporting these perpetrators • Explain the appropriate conduct when encountering perpetrators	
Report suspicious items following the correct procedures	• Possible suspicious items must be described • Reporting suspicious items following the correct procedures must be explained	• Describe the correct procedures for reporting suspicious items	
Demarcate client and staff areas separately and secure against unauthorised access	• The importance of demarcating certain areas is explained • Various areas in the organisation must be listed and demarcation thereof discussed	• Identify areas that must be demarcated • Describe measures that can be taken to secure these areas including but not restricted to client areas and staff areas against unauthorised access	
Secure storage areas against unauthorised access and give reasons for this	• The importance of securing storage areas against unauthorised access must be explained • Reasons for securing various storage areas must be discussed	• Explain the importance for securing storage areas against unauthorised access • Identify appropriate ways of securing different storage areas including against unauthorised access	
Describe the way in which performance can be adapted	• The variation of performances in different organizations must be described	• Describe the way in which the performance can be adapted in a given organisation in another province or country	• Write a written test on all the assessment standards covered in this topic

Topic 3: The impact of cultural knowledge on client care

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Explain the importance of being knowledgeable about the culture of local and overseas visitors	• The effect of being knowledgeable about the culture of visitors has on client care must be explained • Information on Clients from Eastern & Western Europe, North & South America, Asia, Australia and Southern Africa must be selected to compare • Language, food and drink preferences, traditions, customs, lifestyles and beliefs must be compared to	• Explain the importance of being knowledgeable about the culture of other people other than oneself. • Describe the difference in behaviour when dealing with colleagues on the same level as you and managers/ supervisors • List clients under local clients, domestic, tourists/clients, tourists/clients from neighbouring countries	• Collect information from people from Eastern and Western Europe, North and South America, Asia and Australia and South Africa and compare in a table format their language, food, drink preferences, tradition, customs, lifestyles, and beliefs

	establish the differences • Clients must be classified under the following headings:, local. Domestic, tourists/clients from neighbouring countries and international tourists	• List tourists from overseas under groups including but not restricted to Eastern and Western Europe, North and South America, Asia, Australia and Southern Africa • Identify the different languages that are spoken by the different tourists • Identify the difference in food & drink preferences, traditions, customs, lifestyles and beliefs	
Explain the importance of communication	• The importance of awareness of verbal and non-verbal communication must be discussed when dealing with tourists • The use of eye contact and gestures when dealing with visitors must be explained	• Describe various gestures and forms of non-verbal communication. • Explain the role of eye contact in communication	• Compare the people from our nabouring countries with the black cultures in South Africa identifying the differences in language, food, traditions, drink preferences lifestyles, beliefs, gestures and eye contact.
Describe steps to prevent or resolve misunderstandings between visitors and staff	• The role and authority of colleagues, supervisors and managers must be discussed • The communication lines within an organisation to follow when misunderstanding occur between staff members must be discussed • Procedures to follow in order to resolve a misunderstanding between staff members and visitors must be explained • The role of good communication in preventing misunderstanding must be discussed	• Explain the importance of verbal and non verbal communication when dealing with tourists • Describe the role and functions of colleagues, supervisors and managers • Explain the importance of client satisfaction • Identify the communication lines within an organization • Describe the role of good communication to prevent miss understandings • Identify the procedure to follow when a misunderstanding between a client and a staff member occurs	• Draw an organogram showing the communication lines in any business in your field of study
Identify South Africa's main international tourist groups	• South Africa's main tourist groups must be identified through statistics collected • Relevant aspects of their culture and needs as clients must be described	• Identify South Africa's main international tourist groups • Describe relevant aspects of their culture and subsequent needs as tourists	• Establish the 5 main tourist groups visiting South Africa and discuss in depth relevant aspects of their culture and their subsequent needs
Interact with tourists using appropriate verbal and nonverbal communication at all times	• Verbal an non verbal communication must be demonstrated while interacting with a range of tourists in answering a variety of questions	• Identify non verbal communication including but not restricted to eye contact, gestures and body language, to interact with clients in answering certain questions • Identify key words in other languages of frequent visiting tourists that would help to interact with them.	• Select one of the above 5 groups and identify key words in their language together with the English meaning that will help to interact with them.
Identify the main population groups	• The main population groups in the workplace must be identified and their cultures	• Identify the main population groups within the community, workplace and province	• Identify the main population groups within the community, workplace and province

	described • The main population groups in the community must be identified and their cultures described • The main population groups in the province must be identified and their cultures described	• Describe the culture of the identified groups with reference to language (verbal and non verbal), food and drink preferences, traditions, customs, lifestyles and beliefs • Identify the cultural norms and differences of each group	• Describe the culture of the identified groups with reference to language(verbal and non verbal), food and drink preferences, traditions, customs, lifestyles, beliefs and needs and explain how consideration of each can be taken into account when dealing with
Show consideration for cultural norms and differences	• Differences and differences in cultural norms within the population groups in the workplace must be described • Differences and differences in cultural norms within the population groups of visitors must be described • Ways of taking these differences into consideration when dealing with colleagues or clients must be discussed	• Explain how consideration of each can be taken into account when dealing with people	• Divide students into groups and arrange a cultural day, each group representing a different culture, their clothing food etc.
Anticipate and deal with client's needs within the context of their culture	• Possible needs of clients from various cultures must be listed • Dealing with these needs with in the context of the person's culture must be discussed	• List possible needs of clients in the context of various cultures • Explain how these identified needs could be dealt with	
Take appropriate action to resolve problems arising from cultural differences	• Actions that can be taken to resolve conflict arising from cultural differences must be discussed	• List problems that may arise from cultural differences • Describe actions that may be taken to resolve these listed problems • Identify cultural differences in the workplace that may cause conflict	• Assignment: Identify cultural differences in the workplace that may cause conflict and list problems that may arise from these differences and suggest actions that may be taken to resolve these listed problems as well s actions that can be taken to limited these conflicts
Make suggestions to assist colleagues to deal with cultural differences	• Cultural differences which causes friction in the work place must be listed and discussed • Suggestions on how to deal with these differences in order to improve client service and working relationships must be identified	• Identify ways to eliminate conflict that occur because of these cultural differences	
Demonstrate knowledge and understanding about the importance of service excellence	• The concept of the client as a source of revenue and therefore the source of salaries must be explained • Possible ways that a client can react to poor service must be described	• Explain the concept of the client as a source of revenue for the business, and therefore the source of salaries. • Explain the impact on the organisation and oneself of losing regular client business	• Write a rationale on "The client is a source of revenue for the business and therefore the source of salaries" with regarding to client satisfaction, employee satisfaction, job creation,

	• Methods to satisfy irate clients and deal correctly with client complaints must be described • Information that may not be given to clients and the reasons for the confidentiality must be described • Why client feedback and complaints is good for the organisation must be explained • The importance of anticipating client needs must be explained	• Describe possible ways that client could react to poor service • Describe methods to satisfy irate clients and deal correctly with client complaints • Identify information that may not be given to the client • Explain the reasons for confidentiality • Explain why complaints and client feedback are good for the organization • Explain why it is important to anticipate client needs • Describe how a client must be greeted in a polite and friendly manner that is suited to the company policies	promotion, company expanding, company keeping ahead of new trends and company staying focused etc.
Demonstrate the ability to make decisions about complaints of a more serious nature	• The importance of greeting clients in a friendly and polite manner that is suited to the situation and the organisation must be explained • The necessity of dealing with clients directly or referring them to the appropriate person must be discussed • The importance of referring client complaints that occur outside the individual's authority to the appropriate person must be explained • The importance of dealing with client complaints and irate clients in line with organisational requirements and decide what follow-up action to take must be discussed • Manners to promote the services of the establishment in a suitable way must be identified	• Identify when clients can be dealt with directly and when they must be referred to the appropriate person • Explain the reason for referring clients to appropriate members of staff • Identify follow-up actions that must be taken when dealing with client complaints	• Draw up a flowchart of processes to be followed to resolve client complaints and suggest methods of monitoring the processes
Demonstrate the ability to learn from our actions in order to continually improve client care	• The importance of client care in an entire different field must be described • Suggestions on how to improve client care must be made and discussed	Describe ways in which establishment services that suit the situation can be promoted Describe the importance of client care in any other field Identify ways to improve client care in a particular context	• Write a written test on all the subject outcomes covered in this topic

Science of tourism level 3 curriculum

Topic 1: **Tourism as a Business**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Explain the concept of business environment	• The macro environment in which a tourism business operates id described and an indication is given of the opportunities and challenges that are created by the interaction of the macro environment with the management functions • Ways in which a tourism venture interacts with its environment are explained and an indication is given of how the environment influence business decisions	• Explain the interaction between the macro market environment including but not restricted to technological -, economical -, international -, social -, demographic -, political - and security environments, and a business • Explain the interaction between the market environment including but not restricted to consumers, intermediaries, suppliers and competitors, and a business • Explain the influence of the micro environment including but not restricted to mission, objectives and resources on a business	• Select a tourism venture and write an assignment on the influence of all the elements of the macro market environment on it • Students must select a local tourism venture and research the consequences of negative influence of the micro market environment. Report in a written format
Interpret information about events in the physical environment that could impact on a tourism business	• Information about natural resources, scenic beauty, infrastructure and natural disasters etc. that could have an impact on the business are interpreted • Similar events in the physical environment are compared in terms of severity of impact • Opportunities for business that are provided by the physical environment are interpreted • Threats posed by the physical environment on the ability of a business to achieve its main goals are interpreted • Reports on the same events as communicated in various newspapers must be compared and the differences tabulated	• Give examples of physical environment including but not restricted to natural resources, scenic beauty, infrastructure and natural disasters and explain the influence it has on the tourism industry with regards to suppliers, customers and services • Compare the severity of the impact of the above mentioned in a table format, distinguishing between advantages and disadvantages to identify the threats posed	• Students must obtain information of a physical disaster that happened in the past and describe the influence it had on the tourism of that country and make suggestions on what can be done to help the tourism trade • Reports of the same event as communicated in the media must be compared and the differences must be given in a tabular format
Identify events in the socio-political environment that could impact on the tourism business sector	• Socio political event includes elections, legislation, diseases, riots, strikes, trends in political opinion etc • Changes in society that impacts on a business are	• Give examples of event in the socio- and political environments • Collect information from news reports on current events and identify the impact it has on the tourism industry • Identify the legislation on labour	• Collect two media reports from different resources on the same socio-political change and tabulate the difference

	identified from reports in the news • The influence of legislation and regulations on labour dynamics id interpreted • Political changes that could effect the economy are interpreted	dynamics that can have an influence on the tourism business • Discuss any current socio-political changes reported in the media that could influence the tourism business on a national and/or on an international level • Collect two media reports from different resources on the same socio-political change and compare and tabulate the differences	
Identify events in the economic environment that could impact on the tourism business sector	• Current events like customer income, productivity, inflation, level of employment and economic growth are interpreted and an indication of their possible impact on the tourism industry is given • The concept of inflation is explained to the effect of inflation on costs of goods and services and the value of the Rand in real	• Explain the influence that the economic environment has on a tourism business including but not restricted to customer income, productivity, inflation, level of employment, and economic growth • Collect information on inflation and explain its effect on costs of goods and services and the value of the Rand in real terms, in table format • Collect two media reports from different resources on inflation and tabulate the differences	• Collect two media reports from different resources on inflation and tabulate the difference in expectations of the influence on costs and services
Identify events in the technology and institutional environments that could impact on the tourism business sector	• The impact the local & regional authorities, central government, the state a provider of goods and services and innovations in technology could have on the tourism industry must be described • Opportunities for, and threats to a business as a result of technology must be identified	• Explain how changes in technology can affect the tourism business. • Give examples of technological advances that will influence the tourism industry identifying threats and strengths and compare the advantages and disadvantages in a tabular format • Determine the vulnerability of each of the three sectors of tourism to the various macro environments and compare the results in a tabular format. • Identify opportunities to tourism businesses because of macro environment influence	• Divide the students into groups and each group must identify the change in technology in the past year that had the most positive influence on the tourism industry. This issue must be debated in class • Determine the vulnerability of each of the three sectors of tourism to the various macro environments and compare the results in a tabular format • Written test to cover this topic

Topic 2: **Processes and procedures required in a tourism business environment**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Source information on major events and tourist attractions in local area	• Information on major events in the local area must be sourced from the media i.e. electronic, newspapers and technology	• Collect information on major events in the local area from the media and from the internet	• Compile a poster to advertise one of the major events in the local area as advertised
Identify the location of	• Convention centres, ICC,	• Identify possible local locations	• Compile a list of the

major events of interest in local area	Standards Bank Arena etc. must be identified • Local high risk areas must be identified	where major events can take place including but not restricted to convention centres, CTICC, Standard Bank Arena, etc	possible local locations for a major event. Choose four and listtheir services in a tabular format
Identify the correct routes to and from a destination as required by the customer	• Map symbols such as schools, hospitals, hotels, churches and one way indicators must be explained • Map scale and distance tables must be explained to the customers • Local highways and main roads must be identified and explained in terms of peak hour traffic	• Explain all the symbols given on a map and draw maps indicating the correct routes from and to a given destination indicating hospitals, schools, hotels and churches and one-way streets, main roads and high ways, and indicating distances • List tourist attractions, hotels and venues for events.	• Compile an explanatory brochure for guests on all the possible symbols etc. that appears on maps •
Communicate information that has been sourced to customers	• Tourist attractions, locations of hotels, directions to an events must be explained and communicated to the customers • Routes to different destinations must be explained with the help of a map to enable the customer to reach the destination	• Point out all listed items on a map and explain the most direct route to given destinations	• Choose two destinations and write in words how you should drive there from your college
Explain to customers any restrictions on cross-border travel rentals and related conditions	• Restrictions on taking rented vehicles over the borders must be explained • Insurance and applicable conditions in other countries must be explained	• Identify the necessary requirements for driving a rented vehicle in South Africa • Identify cases where rented vehicles may be taken into another country and collect specimens of forms for paperwork that is required. • Collect information on insurance and other conditions if allowed to take vehicles across the boarder and draw up a pamphlet for handing out to prospective guests	• Choose a specific nabouring country, collect the correct required forms and fill in all the details of a imaginary guest that will enable him/her to take a rented vehicle across the border • Draw up a pamphlet for handing out to prospective guests informing them of all the requirements
Inform customers about safety precautions to be taken when travelling	• Safety precautions to be taken by customers when travelling, must be explained	• Collect information from the police on safe travelling regarding: stopping in isolated areas, locking doors, high risk areas, local peak hours and explain the consequences if not following it. • Identify applicable legislation regarding age, alcohol limits, speed limits etc. • Design a brochure with a positive impact containing the relevant tips	• Design a brochure with a positive impact containing the relevant tips

Evaluate actions taken and identify possible areas for self-improvement	• Actions must be evaluated and areas for self improvement must be identified	• Compare brochures, maps and pamphlets with those of other students and identify areas for self-improvement	• Have an exhibition of all the pamphlets and brochures hand out an evaluation form for each student to evaluate the brochures. • Compile a list of all the remarks received on each brochure and hand to each student to remark and give feedback on possible improvements
Identify a date, venue and a time for a meeting or event	• A range of dates for meetings/events are provided to attendees • Suitable dates and venues are determined based on responses to range of dates provided • Meeting/event is booked and confirmed with attendees in writing • All related documentation is forwarded to the attendees	• List suitable dates for a meeting and write a memo the be sent to the stake holders • Collect information from local venues on availability and cost deposits. List suitable dates for a meeting and how many attendees they can handle and services available and compare them in a tabular format. • Decide on a venue that meets the required needs and draw up a letter informing all the attendees of the date and the venue and asking information of including but not restricted to, dietary requirements, if they need transport; if so what kind of transport, accommodation, etc. with a RSVP date.	• Collect information on local venues, availability, costs, services rendered and deposit required. Give info in a table format • Give a description of the type of event planned and draw up a timetable of actions to take place, person responsible and d-dates. • Draw up a list of guest information that will be required
Arrange venue and catering	• Venue is selected and booked • Process of selecting a venue is described • Special arrangements are confirmed with the venue provider • Process of selecting date, caterer and menu is described, taking into consideration religious and dietary requirements • The importance of forwarding the Agenda for the meeting to venue provider and caterers so that correct times for meals and breaks can be adhered to is explained • The reason for paying deposit and the importance of obtaining written confirmation is explained	• Explain reasons for choosing a specific venue • Discuss at least three dietary requirements and identify what types of food is needed • Draw up an agenda for the meeting/event in writing • Draw up a checklist indicating the tasks including but not restricted to booking of the venue, paying of deposit, receiving of confirmation, arrange menus with caterers, arranging logistics, arranging meeting room layout and equipment needed etc. that has to be done and by when and the designated responsible person	• Together with the language lecturer, draw up an agenda for the event/meeting • Draw up a final checklist to make sure everything has been done
Make travel and car hire and accommodation	• Travel, car hire and accommodation requirements for all	• List all the accommodation requirements and secure bookings accordingly	• Do a case study and list all the accommodation and travel requirements and list all

         © Nasou Via Afrika

arrangements	attendees must be determined - Suitable accommodation is selected and the booking thereof confirmed in writing - Car hire facilities are identified and confirmed in writing - Travel arrangements are made and all the necessary documentation forwarded to the attendees - Invoices relating to car hire, travelling and accommodation are processed - Any relevant advance disbursements for travel, car hire or accommodation are processed	determining the amount of deposit needed and when the payment must be made. Record all the data in a tabular format. - List all the travel requirements grouping them in order of departure point and time, and secure bookings accordingly. Collect information on costs, when payment must be made, which airline, time of departure, points of collecting tickets and list it in tabular format. - List all car hire requirements and group it according to departure time, place and costs. Deposits payable and duration in a tabular format and secure bookings. - Draw up a letter informing the attendees of the relevant arrangements including but not restricted to date, venue, accommodation, travel arrangements, car hire or shuttle arrangements etc.	the information. Determine what is required, what deposits must be paid by when etc.
Assemble and distribute documentation for meeting or event in good/sufficient time to attendees	- Deadline for receipt of documentation from contributors is established according to agreed time frames - Deadline is communicated to contributors - Documents are assembled, copied and collated - Relevant documents are timeously distributed in hard or electronic form to participants	- Identify a timeframe within which all documentation of participants must have been received to enable timeous assemble and distribution of such documentation in good time to the attendees taking into consideration the type of communication to be used. - Communicate this time frame in a written format to the participants - Determine a date and confirm all the bookings made and collect a name of person confirming the various bookings - Draw up a check list with D-dates and person responsible for all aspects of the event - Draw up a checklist for documentation to be received - Draw up a check list for documentation sent to attendees and confirm receipt thereof	Write a written test on all the assessment standards under this topic

Topic 3: **Sourcing available career opportunities in the tourism industry**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe how to do research on tourism as a self-employment opportunity	Reasons for thorough research into self-employment opportunities must be explained Importance of identifying sources of information must be described	Explain why it is important that research into self-employment opportunities should be thorough Describe why it is important that one should be able to identify several sources of information regarding tourism self-employment	Small group discussions on the first two points on the left, followed by a report-back session. Each group gets a rating from the rest of the class. The various points of view can then be used to compile a final list of reasons and opinions, covering the two learning outcomes
	The importance of obtaining accurate and reliable information must be described	Explain why it is vital that the sourced information should be accurate and reliable	Identify the best way(s) of communication for obtaining accurate and reliable information and list it in table form. Use a second column to motivate your choice(s) (Range: telephone, fax, letter, visit, e-mail, internet)
	Different types of companies that offer self-employment opportunities must be described	Describe the self-employment opportunities offered by different types of companies (Range: Private company, Close Corporations, Partnerships and Sole proprietor)	List all the possible sources of information on self employment Assignment: Divide into 4 groups (or 8 smaller ones) and research one of the companies (in the range) in terms of self-employment opportunities Feedback orally or in a short written report
Record and process self-employment information	Sources of relevant information must be determined in terms of self-employment opportunities. These must be recorded for later referral	Given self-employment opportunities, determine the sources of relevant information and record them for later referral (Range of sources: newspapers and other publications, speaking to personal contacts, support agencies, government departments and organizations). (Range of information: opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants/financial assistance available, training available, job creation opportunities)	Group assignment: each group takes a different given source from the suggested range, and researches the range of information as stipulated, then reports back (either in oral or written form). As part of the research they must also employ a variety of communication methods (Range: phone, fax, letter, visit, e-mail and internet).
	The information obtained is	Evaluate and rank the information obtained in terms of potential self-employment opportunities, and take into account available resources,	The different groups' feedback can now be used to compile a table in which the information is evaluated and ranked in

	evaluated and ranked in terms of potential self-employment opportunities	education, training and viability	terms of self-employment opportunities, as suggested in the learning outcome Finally, list possible self employment opportunities in the environment and discuss their viability according to the information gathered
Demonstrate the ability to overcome problems related to the sourcing of self-employment information	• Potential problems relating to sources of information must be identified and suggestions given on how to overcome them • Alternative sources of information must be identified	• Identify potential problems relating to sources of information and suggest how to overcome them • Describe possible alternative sources of information	• Groups must also report back on problems encountered during their research, relating to sources of information. A table can then be compiled with possible solutions from the group • Groups must find alternatives sources of information, using the suggestions from the above activity

Specification for the external assessment in tourism – Level 3

Integrated Summative Assessment Task (ISAT)

A compulsory component of the EASS is the **Integrated Summative Assessment Task (ISAT),** which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

(Notes: Two possible approaches to the ISAT may be applied as follows:

The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.

OR

The other option is that learners will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment/exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of the year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

National examination

A formal theory examination is conducted in October/November each year by means of a paper set externally and marked and moderated externally. The distribution of cognitive application should be as followes:

Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	30%	30%

Nature of paper	:	External
Number of papers	:	1
Duration	:	3 Hours
Total mark allocation	:	200
Number of sections	:	5
Compulsory sections	:	4
Total number of questions	:	4
Mark allocation per question	:	50

Mark allocation per question:

Section 1: Compulsory (Must cover all topics)

This question of 50 marks must consist of short questions e.g. true or false, monkey puzzle, one word for, etc.

Total marks: 50 marks

Section 2:
Four questions (of 50 marks each) of which 3 are compulsory. The 4 questions cover all topics according to the following weight:

Client service and human relations, Science of tourism
Tourism as a business   50%
Processes and procedures required in a tourism environment   35%
Sourcing available career opportunities in the tourism industry   15%
Total marks: 150 marks

Sustainable Tourism in SA and regional travel
South Africa and regional tourism   75%
Contribute to sustainable tourism   25%
Total marks: 150 marks

Tourism Operations and Technology
Tourism marketing   40%
Tourism entrepreneurship   60%

Total marks: 150 marks

Sustainable Tourism in SA and regional travel

chapter 1: South Africa and regional tourism

Unit 1   Countries and Indian Ocean islands in southern Africa

chapter 2: The tourism experience

Unit 2   Experiencing South Africa

Unit 3   Alternative choices for tourists

Unit 4   Tourist behaviour

Unit 5   Sources of information for tourists

chapter 3: Tourism and heritage

Unit 6   The processes and agents shaping heritage

Unit 7   Recognising types of heritage

Unit 8   Understanding heritage and tourism

Unit 9   Your place in South African heritage

chapter 4: Sustainable tourism

Unit 10   Stakeholders in the tourism industry

Unit 11   Approaches to sustainable tourism

Unit 12   Tourism resources

chapter 5: Contributing to sustainable tourism

Unit 13   My performance in relation to sustainability issues

Unit 14   Reflecting on my own contribution to sustainability

chapter 1   South Africa and regional tourism

Unit 1   Countries and Indian Ocean islands in southern Africa

Activity 1 Explore Namibia

T1 SO1 LO1, 2   **SB page 11**

Answers

Students must watch a video and/or study brochures etc. of Namibia and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the main natural and man-made tourist attractions in Namibia. They will also have to get information on the fauna and flora of Namibia for example important nature reserves, game reserves and unique fauna and flora of the country. It is advisable to hand the worksheets out beforehand so that the students will watch the video in an informed and discerning manner. Discuss the video afterwards with the students.

Inclusive education

The following suggestion and guidance is applicable to all video's and activities 1-9 of this unit: Be aware of students that can not see the video due to low vision and provide alternative resources such as cassettes and or material transcribed for the blind.

Suggested assessment for activities 1 to 9

Method: Self-assessment and peer assessment of worksheets according to model answers provided by the lecturer.

Activity 2 Explore Botswana

T1 SO1 LO1, 2   **SB page 13**

Answers

Students must watch a video and/or study brochures etc. of Botswana and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to get information on all the important nature reserves, game reserves and unique fauna and flora of Botswana. Again it is advisable to hand the worksheets out beforehand so that the students will watch the video in an

informed and discerning manner.

Activity 3 Explore Zimbabwe

T1 SO1 LO1, 2   **SB page 15**

Answer

Students must watch a video and/or study brochures etc. of Zimbabwe and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the main natural and man-made tourist attractions in Zimbabwe.

Activity 4 Explore Mozambique

T1 SO1 LO1, 2   **SB page 17**

Answer

Students must watch a video and/or study brochures etc. of Mozambique and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the main natural and man-made tourist attractions in Mozambique.

Activity 5 Explore Kenya

T1 SO1 LO1, 2   **SB page 19**

Answer

Students must watch a video and/or study brochures etc. of Kenya and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the main natural and man-made tourist attractions in Kenya.

Activity 6 Explore Tanzania

T1 SO1 LO1, 2   **SB page 21**

Answer

Students must watch a video and/or study brochures etc. of Tanzania and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the main natural and man-made tourist attractions in Tanzania. Additionally students must find out more about **Mount Kilomanjaro** and the **Great Migaration**.

Activity 7 Explore Madagascar

T1 SO1 LO1, 2   **SB page 23**

Answer

Students must watch a video and/or study brochures etc. of Madagascar and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the unique natural and man-made tourist attractions in Madagascar. Students must also list all the unique fauna and flora of the island.

Activity 8 Explore Mauritius

T1 SO1 LO1, 2   **SB page 25**

Answer

Students must watch a video and/or study brochures etc. of Mauritius and complete the worksheet on page 223 of the SB. The worksheet gives the student an opportunity to compile lists of the unique natural and man-made tourist attractions of Mauritius.

Activity 9 Explore the Sychelles

T1 SO1 LO1, 2   **SB page 27**

Answer

Students must watch the video on the archipelago and list all the tourist attractions of the Seychelles as well as their locations. They must also consult extra resources about the islands.

Activity 10 Name the country

T1 SO1 LO1   **SB page 28**

Answer

Students must use the map on page 224 of the SB or any similar map and fill in the southern Africa countries and the Indian Ocean Islands as well as their capitals. Students can use a good atlas to help them with this activity.

Activity 11 List tourist attractions

T1 SO1 LO2   **SB page 29**

Answers

A **table** must be used in the answer, listing the different attractions of the countries under the headings provided. Make a selection of the information provided below to assess the students' tables and discuss the unique possibilities each country and region has to offer.

Country	Natural Attractions	Man-made attractions	Socio-cultural Attractions
Kenya	• **Wildlife**: Migration of Wildebeest	• **Safari's** and **Balloon rides**	• The **Masai** people with their traditional red cloth and 'jumping men'.
Mauritius	• **Coral reefs** for good scuba diving and snorkeling • Sandy **Beaches** with good hotels	• **Adventure trips** and **scuba diving**	• **Health spas** and traditional massages • **Island food** and other cullinary habits unique to the island
Mozambique	• **Coral reefs** for good scuba diving and snorkeling • Sandy **Beaches**	• **Scuba diving**	• **Architecture** of Portugese origin and design
Namibia	• **Namib desert** for 4x4 Safari's and photography • **Etosha pan** for wildlife watching • **Lake** Otjikoto with underwater caves for scuba diving	• **Balloon safari's** over the Namib Desert	• **Market days** and Herero women selling dolls in traditional clothing
Seychelles	• **World Heritage Sites** namely the Aldabra Atoll and the Vallee de Mai Nature Reserve on the island of Praslin • **Beaches** that are world famous • Unique **Flora and Fauna** • **National Parks** like Curieuse Marine National Park and the	• **Adventure** and sightseeing trips and tours • **Scuba diving** trips	• Unique **Architecture** such as their hotels in luxury resorts and the capital city, Victoria

	Anne Marine National Park		
South Africa	• **Beaches**: pristine beaches of the Cape and KwaZulu-Natal. South Africa has also adopted the *Blue Flag system* whereby beaches are rated according to safety and scenery • **Caves** like the • caves in Oudtshoorn, Sterkfontein or Makopang caves; caves in Blombos near Stilbaai in the South-Western Cape where bones of first ancestors were found • **Dams and lakes**: where recreational activities can take place like the Vaaldam, Gariep Dam or Hartebeespoort Dam • **Mountains** such as Table mountain in Cape Town and the Drakensberg Mountains • **National parks** namely the Kruger National park in Mpumalanga or Hluhluwe • in KwaZulu-Natal for wildlife • **National heritage sites** like the Biospheres in the Western Cape, Vredefort Dome in North West Province and the Free State and the St Lucia Lake estuaries in KwaZulu-Natal • Unique **Flora and Fauna** like the Cape Fynbos and our *Big Five* of the wildlife.	• Many tour operators offering **Adventure** and sightseeing trips and tours • **Sport events** like the Rugby World Cup or the planned Soccer 2010 World Cup • **Theme parks** including hotels and tented facilities, like Sun City and Lost City in Northwest province and some exclusive game reserves; • **Wine routes**: the famous wine routes of the Cape and specifically the Boland region like the Stellenbosch Wine route; • **Casino's**: Sun City in Pilansberg, Monte Casino and others; • **Shopping Malls**: Almost every large city in South Africa has got shopping malls. Well known are for instance the *Somerset West shopping mall* in the Western Cape, *Century*	• **Architecture** such as the Zulu huts and traditional housing of the Sotho people or; towns with *Cape Dutch* gabled buildings like Stellenbosch or the sandstone churches and buildings designed by *Sir* • *Herbert Baker* like the Union Buildings in Pretoria • **Art** and culture routes • **Economics**: street vendors and selling at public market places like *Green Market Square* in Cape Town or in Durban at the beach front and Johannesburg • **Examples of traditional living** of the Zulu, Xhosa or Sotho in KwaZulu-Natal, Eastern Cape or outside Pretoria(Tswane) • **History of science:** *Vredefort Dome* near *Parys* in the Free State - • seen as the largest meteoroid crater in the world • **Religion:** Kramats and Mosques of Islam

		City near Cape Town and *Centurion* in Midrand near Pretoria.	in the Cape Peninsula; traditional Dutch Reformed churches almost in every centre of small colonial towns in South Africa
Tanzania	• **Wildlife**: Migration of Wildebeest • **Mountains**: Mount Kilimanjaro	• **Balloon safari's** over the Serengeti Plains	
Zimbabwe	• **Geographical features**: • **Waterfalls** like the Victoria Waterfalls	• **Adventure** and sightseeing trips and tours	• **History**: great Zimbabwean ruins

Activity 12 Research a destination

T1SO1LO2   **SB page 31**

Answers

The students must be divided into five groups. Each group must research one of the five types of destinations mentioned on page 30 of the SB namely:

1. Desert
2. Swamp
3. Big Game
4. Coastal
5. Indian Ocean Island

Students should try and choose destinations other than those already given as examples in the tables. Suggestion: the students should organise themselves in the groups and decide on a task for each member of the group. If done in this manner, synergy in the group and the natural talent of each member of the group will be best utilised. Assessment will also be made easier. Rubric 6 on page 28 of the LG can be used to assess the research project.

Chapter 2   The tourism experience

Unit 2   Experiencing South Africa

Activity 13 Different destinations for different tourists

T1 SO2 LO1   **SB page 36**

Answers

13.1 PHOTO'S AND TYPE OF TOURIST FOR EACH DESTINATION

Top Left – Skydiving
Most likely the 1. Lone traveller and explorer and
2. individual or small group mass tourist looking for that something else and a bit of adventure

Top right – Game reserve
1. The individual or small group tourist, including business, recreational and educational tourists. They prefer to visit game reserves and more intimate holiday resorts.
2. Lone travellers and explorers: They could be adventurous and/or interested in visiting an unique destination, like a game reserve, that a specific country has to offer.
3. Business travellers: Business travellers could want to visit a game reserve after conducting business or attending a conference.

Bottom Photo – Sun City
1. The organised mass tourist: Holidaymakers and leisure tourists that like to visit destinations that remind them of home, travel in groups and normally use infrastructure and pre-packaged tours provided by the tourism industry.
2. Business travellers: They might conduct business in the vicinity or use Sun City's facilities for a conference or business meeting.

Activity 14: Talk about the weather

T1 SO2 LO2   **SB page 39**

Answer

Use the provided information about Namaqualand (pages 37-38) in the Student Book (SB) to compare and assess the students' paragraphs about weather in their area. Namaqualand is a semi-desert area with accompanying weather patterns. Make sure that all four the questions about rainfall, temperatures and vegetation have been answered in the students' paragraphs. Assessment rubric 13 on page 37 of the LG can be used to assess the paragraphs.

Activity 15: Do an interview

T1 SO2 LO2   **SB page 39**

Answers

15.1 Students must identify the right person and conduct an interview that can be transcribed. Make sure that tape recorders and empty tapes are available or can be obtained by the students. Provide them with the basic knowledge about interviewing skills such as

- be aware of background noise (try to avoid it);
- make sure your tape recorder is in working order and switched on!
- do a test run before the interview with someone else and preferably even with the person to be interviewed to test for clarity of tone of voice ;
- speak loud and clearly and ask fair and relevant questions agreed upon earlier when you made the appointment.

15.2 Transcripts are normally verbatim copies of what has been said, but need not be in this case. It should rather be a precise, but corrected or edited version of the oral discussion.

*Suggestion: I*t might be a good idea to ask the students to hand in both the tape and transcript so that any uncertainties can be clarified and verified. In doing so, the lecturer can also make sure that a discussion or interview has actually been held.

Assessment rubric 16 on page 40 of the LG can be used to assess the interview.

Activity 16: Roads and routes

T1 SO2 LO1, 2   **SB page 48**

Answer

16.1 Maps can be obtained from any good map book at retail stationary shops like PNA, CNA, bookshops or even at convenient stores at some petrol stations. Otherwise contact the map publishers or use the internet search engine **www. Google Earth.** Assess and mark the copy of the students' maps according to correctness and precise completion of the task.

16.2 The students will have different travel plans depending on where their hometown is. Make sure that the travel plan clearly state: which town is visited, which type of tourist/s is/are catered for, the time allocated for visits to the attractions as afternoon time slots, the types of attractions as well as the reasons for choosing them, the type of transport that will be used, how long the outing will last and how the necessary arrangements will be made.

Activity 17: Design a brochure

T1 SO2 LO3   **SB page 51**

Answers

A good idea is to gather and display some brochures from professional tour operators beforehand in the lecture hall.
Assess if the students
- used the guidelines and suggested information to design a brochure in the SB page 50 and 51;
- used creativity and originality in the choosing of a name and lay-out of information (use the 5 suggested ideas in SB on page 50 as a checklist)
- followed or at least paid attention to the provided checklist in their SB pages 50 and 51(9 suggested items) to ensure all relevant information is correctly provided to the targeted audience.

Activity 18: Plan an excursion

T1 SO2 LO4   **SB page 51**

Answers

The lecturer could plan ahead and handle activities 17 and 18 simultaneously. Assess the excursion plan according to the information given in the brochure of the previous activity. Please Note! that the excursion could be **one** of **three different types (not all three)** and that the information should vary accordingly.
A walkabout or trip by motor vehicle could include a small map (even hand drawn) and some icons of what could be seen, like a whale, flower etc., whilst a visit to a cultural site could include a summary of for instance the history of the site to be visited. Make sure the students indicate the type of tourist they will cater for, the tourists' ages and dietary preferences.

Unit 3 Alternative choices for tourists

Activity 19: Make a plan!

T1 SO3 LO 1, 2   **SB page 56**

Answer

The answers will depend on the choice the students make. Make sure their detailed description give an indication of the type of tourist and age group. The choice of new venue and activity should be suitable for the selected target group.

Activity 20: Make alternative bookings

T1 SO3 LO 3   **SB page 57**

Answers

20.1 There are many wine estates around Stellenbosch and most are affiliated to the *Stellenbosch Wine Route*. Lists and a map of wine farms in the Boland region are obtainable from the Stellenbosch Tourism Bureau at 36 Market Street, Stellenbosch. Tel. 021 883 3584; Fax. 021 883 8017 or at the website: **www.stellenboschtourism.co.za** or **www.wineroute.co.za**.
Suggested wine farms around Stellenbosch, with facilities like good restaurants and wine-tasting rooms, in different price ranges for different tastes and groups, are: (in alphabetical order)
- Asara
- Blaauwklippen
- Delheim
- Kleine Zalze
- Neethlingshof
- Spier

20.2 Students should be able to put them in the place of the tour operators. Depending on the size of the group, which will depict the type of vehicle, accommodation arrangements etc., the tour operator must look for new vicinities that will have
- a river or dam suitable for fly-fishing;
- some cultural activities like a festival, art exhibitions going on or at least museums and/or galleries to visit;
- good restaurants with preferably *local cuisine* also on the menu.
  Costs and an existing budget must be taken into account.

Unit 4 Tourist behaviour

Activity 21: How must visitors behave?

T1 SO4 LO 1   **SB page 64**

Answer

Use the guidelines given in appendix 3 on page 234 of the Student Book (SB) to assess if students have done proper research and written a well structured report. Note the required length of **one** to **two** pages and state if that includes the title page, references and bibliography. (Normally, another two pages are allowed so that the body of the work/contents consist of at least two pages.) Communicate to students beforehand:

- the required structure, layout and a brief overview of typical contents (e.g. name of religious site, location, rules for behaviour at the site, etc.)
- that they will be penalised if the report is **too long** (not well planned and thought through) or **too short** (lack of information).

Activity 22: Be safety conscious

T1 SO4 LO 2   **SB page 66**

Answers

22.1 See comments on **activity 15** about conducting an interview and follow the same guidelines. Keep in mind that the police or neighbourhood watch might be reluctant to answer questions about crime against tourists. Consult the general printed media and/or broadcasted news bulletins for additional information in this regard. Students need to clearly state how they will warn tourists against the dangers identified in their local area.

22.2 Answers need to be **realistic** and display **alertness,** but not too alarming and thereby scaring people away. A small hand booklet with safety tips and emergency contact numbers are given free of charge to tourists at tourism bureau's and airports. Students need to give suggestions for pedestrians, drivers and passengers.

Assessment rubric 16 on page 40 of the LG can be used to assess the interview.

Activity 23: Create awareness of responsible behaviour

T1 SO4 LO 3   **SB page 72**
Answer

Make sure the student chose an appropriate tourist location. Assess and mark the A4 pamphlet according to originality of lay-out and credibility and use of interesting, but correct information that will inform the tourist about responsible behaviour patterns when they visit the selected tourist attraction.

Unit 5   Sources of information for tourists

Activities 24-29 of **Unit 5** is **mostly self-explanatory.** The students must find the information from different sources like the AA and restaurants, compile lists and information sheets and present these to tourists.
It is recommended that the lecturer stresses beforehand that:
- facts gathered must be correct and indeed from a reliable (official) source;
- information should be recent, e.g. reports on the accessibility of roads and weather conditions of the actual travelling days needed, not a week or even a day ago. (For class purposes, this will of course not be applicable – the report on agreed date will be accepted.);

- radio, television and newspapers broadcast and publish a daily update of the above mentioned information. The **weather bureau** could also be phoned at **082 162** for an instant update;
- Newspapers must sell and people like sensational stories. The headlines of newspapers would therefore almost always be biased. It is good practise to compare different newspapers as well as other media like radio and television to get more accurate information. Stay **informed** so that **you** can be a reliable source of information to the tourist!

Activity 24: Find out about food

T1 SO5 LO1   SB page 74

Answers

Students can structure their lists as follow:

Types of food traditionally enjoyed in my area	Establishments where tourists can find the food	Prices tourists can expect to pay	Source of information

Activity 25: Get information!

T1 SO5 LO1   SB page 76

Answers

Students should list the roads with their correct road numbers. Students can even use a map to mark the routes. They should then clearly state the conditions of the roads for example whether there is construction under way, if there is stop and go points, where are the stop and go points and what is the estimated waiting time, on which roads travellers might find stray animals, etc.

Activity 26: Supply information

T1 SO5 LO1   SB page 77

Answers

- Make sure all students have access to computers (college computer labs) and know how to write an e-mail letter. Give or explain the structure and style of a formal letter in class. Provide examples of letters and e-mails to

students that need additional help. The language lecturer can be of assistance.

Activity 27: What's on the radio and television?

T1 SO5 LO1   **SB page 79**

Answers

Students can share their lists with the rest of the class during a feedback session. They should check whether all the programmes they listed focus on travel and tourism.

Activity 28: Finding information

T1 SO5 LO1, 2   **SB page 83**

Answers

Ensure that **all students** participate in the group discussions and that the groups derive at suitable and correct answers about the **five** previously discussed **sources of information** and their usefulness to the industry.

Studens can structure their information as follows:

Source of information	Relevant tourism information supplied	Target market	Usefulness to tourism professionals	Tourism example
e.g. radio, TV, newspaper, etc.				

Activity 29: Positive or negative information?

T1 SO5 LO3   SB page 86

Answers

1. Pairs can share their lists of positive aspects.

2. Role-play can add a fun element to class practice, but can also be good preparation for real life situations. Make sure all students are properly prepared and participate.

chapter 3   Tourism and heritage

Unit 6 The processes and agents shaping heritage

Activity 30: Examples of heritage

T1 SO6 LO1   **SB page 91**

Answers

30.1 This is an easy and good activity to give students and opportunity to talk about different cultures and perceptions, how our world is shaped by all sorts of activities and our responsibility to preserve this as heritage.

30.2 Work in pairs:
- Make sure the students understand the different heritage categories before they pair off and discuss the examples given. Some provided examples can fit into more than one category.

Model answer of given table:

Examples of heritage	Heritage category
Cango caves at Oudtshoorn	Natural
Hugh Masekela (jazz musician)	Cultural, Social
Cradle of mankind	Historical, Natural
Knysna Forest	Natural, Ecological
Apartheid Museum in Gauteng	Historical, Political, Social
Kwaito Music	Cultural, Social
Gold Reef City in Johannesburg	Historical, Social, Economic
Hector Petersen Memorial site in Soweto	Historical, Political, Social
Sea World in Durban	Natural, Ecological, Economic
Kgalagadi Transfrontier Park	Natural, Ecological, Economic

Activity 31: Items of heritage importance

T1 SO6 LO2   **SB page 93**

Answers

It is again important that students understand the 8 categories of heritage as discussed in the SB on page 92 to 93 before they pair off to complete this answer in their workbook. Activities 30 and 31 should ideally be handled in one lecture session as they form a unit and complement each other.

31.1 The categories decided on explain themselves in terms of importance, e.g.

- natural: important because of unique **natural** existence, like plants, animals, geological sites and features;
- cultural: example of or explains specific **cultural** activity or group, event or talent of an artist;
- economical: has specific **economic value** or is based on economic events of the past like Gold Reef City that tells something about the **economic history** of gold in Johannesburg;
- political and social: explains something about a country's past, specifically its **political background** and **social history.**
- ecological: is normally also natural and is important because of ecological systems like estuaries, plants(flora) or animals(fauna) that should be preserved because of their uniqueness (like Cape Fynbos) and sensitivity (like our marshlands that purify water naturally)

31.2 Answer depend on areas of students under discussion. Let them first think critically about their **areas**, identify **specific heritage possibilities** and then discuss it.

31.3 Answer again depend on the information under discussion, but local municipalities, museums, cultural groups, schools and even local businesses are normally good custodians or supporters of heritage items. A school or college could even be persuaded to 'adopt' for instance a river, marshland or beach to help keep it clean and do some research, interact with a museum or help a musical group with practising facilities. Students should find out if there is a local heritage organisation that handles the establishment of heritage sites. They then need to find out what the processes and procedures are for proclaiming an area or item as a heritage site.

Activity 32: Think about socio-political issues

T1 SO6 LO1, 2   **SB page 94**

Answer

Discuss the provided information in the given table, allow input from the students and let them each go and write the 'historical' story of SA in 1-5 pages. This can be used for a follow-up discussion and/or formal assessment. Perspective is important. Use this chance to explain that each country and nation has its own history, shaped by different and unique social-political issues and happenings. Point out to the students that certain types of tourists like your education and culture tourist find these events of interest.

Activity 33: Mpumalanga heritage claims

T1 SO6 LO1   SB page 97

Answers

33.1 Assess the students' answers and look for certain key facts like
- the **fossil records**;
- the **correct quoting** of reliable **sources** and **facts**;
- also the information about the **world heritage status**.

Model answer

The article "Mpumalanga pushes for Heritage Site" by Zinkie Sithole states that "the Mpumalanga provincial government is bidding to have the historical Makhonjwa Mountains around Barberton, believed to be the oldest in the world at 3,6-million years, declared as a World Heritage Site".

The mountains are furthermore specifically interesting and important as geological site because of all the fossils and fossil records found there. These records and other artefacts are currently stored at the universities of Cape Town and the Witwatersrand.

The Mpumalanga provincial government has already managed to convince the South African World Heritage Committee (SAWHC) of the global importance of the mountains. The mountains will be placed on a tentative list of 10 possible World Heritage Sites in South Africa that will be discussed in November. A final list of possible sites will then be drawn up. If the Makhonjwa Mountains make it to the final list, it could take a further five years before the site is given the prestigious title by the United Nations Education Scientific and Cultural Organisation (UNESCO).

Spokesman Samuel Mpatlanyane of the provincial culture, sport and recreation committee said "the declaration of the mountains as a world heritage site could offset the development of a 'geological mecca for scientists. This could bring about the construction of a geological museum to showcase fossils."

33. 2 If the site is given the prestigious title of **World Heritage site** by the United Nations Education Scientific and Cultural Organisation (UNESCO), many more ecologically sensitive and knowledgeable tourists will visit the site and bring in much needed revenue to this part of South Africa.

33.3 Students must consult the internet or brochures on Barberton and surrounds and compile a list of possible heritage tourist attractions. Possibilities are the earlier mining industry in that area with old equipment and indigenous fauna and social groups.

Activity 34: What you think about heritage?

T1 SO6 LO1   **SB page 97**

Answer

Students must leave about 2 blank pages in their workbook and record new ideas about their view on heritage tourism as it occurs to them over time.

Activity 35: Think about heritage

T1 SO6 LO1   **SB page 97**

Answers

35.1 The **National Heritage Resources Act** reflects the **socio-political environment** of the day in the sense that it supports our new democracy since 1994 where all cultures and their contributions are recognised as important.

35.2 The answer will depend on where the student lives. They should be able to identify at least some categories, such as sites, people, activities or groups of heritage importance by now.

35.3 This answer will elaborate on the answer of 35.2.

Activity 36: Factors affecting heritage

T1 SO6 LO2   **SB page 98**

Answer

This activity is self-explanatory and students should follow the example of the table supplied on page 99 of the Student's Book (SB) to draw up their own table based on information of their area.

Activity 37: Who is protecting our heritage?

T1 SO6 LO1, 2   **SB page 103**

Answer

The activity require personal responses based on individual research and what the students have learned in this unit. Make sure that the students tabulate their information according to the table on page 103 of the SB.

Activity 38: Rounding off

T1 SO6 LO1, 2   **SB page 103**

Answer

Thes activity require personal responses based on individual research and what the students have learned in this unit. Use your own discretion to assess the answers, taking format requirements into account.

Unit 7 Recognising types of heritage

Activity 39: Recognising types of heritage

T1 SO7 LO1   **SB page 105**

Answer

Refer to the table on page 100 of the Student's Book.

Natural	Cultural	Notes
Mapungubwe National Park	Mapungubwe National Park	It is both natural and cultural, because it is an archaeological site linking with ecological factors and political factors.
Modjadji (the Rain Queen)	Modjadji (the Rain Queen)	It is both natural and cultural, because of the ecological factor of drought and political (cultural) due to the fact that Modjadji (a woman) is the ruler of this area.
	Zion City	It is cultural because of the social group of over 4 million Zionists (church supporters) that annually visit Zion City, with resulting economic benefits to the local community.
The Bela-Bela hot mineral springs		These hot mineral sprints bring revenue to Limpopo Province.
Pilanesberg National Park		It is an ecological site of unique alkaline geology with wildlife that attracts many visitors.

The rest of the answer will depend on the students' own insights about their area.

Activity 40: Wildlife in South Africa

T1 SO7 LO1   **SB page 106**

Answers

40.1 **Roam** creates a feeling of abundance of wildlife, large open spaces and freedom. It ties in well with the words "vast", that also means large open spaces and "untamed", which refers to freedom, wilderness and the wildlife.

40.2 These words elicit the same image of openness and wilderness that has not been "spoiled" or "tamed" by man as mentioned in paragraph one.

40.3 Students could use any of the following: "... the **famed** Kruger National Park our **largest**, which **covers an area the size of Wales**." / "In these reserves **nature holds sway**." / "**Unspoiled. Untarnished**." / "The **land is as it always has been**" / "Here, you can **view Africa's Big 5 in a single day**." / "**Watch lion at a kill**. Follow the **tracks of a leopard**. Find **herds of buffalo grazing**..." / "See white and black **rhino in greater numbers than anywhere in Africa** and **discover the majestic elephant**". As it is specifically mentioned, these descriptions will give the Kruger National Park the edge and tourists would like to see all this in the largest nature park in South Africa.

Activity 41: The economic spin-offs from avitourism

T1 SO7 LO1   **SB page 107**

Answers

41.1 – 41.4 The answers for questions 1 – 4 will depend on the contents of the magazines the students have read, the personal experience of the students and their own ideas of how to promote a better understanding of birds as part of heritage. Assess their answers taking their sources into account.

41.5 The birding advertisement appears on page 108 of the Student's Book. Facilitate a discussion about the pros and cons of the advertisement. Make a list of the special features and birding activities the lodge offer and ensure that the students mention all of them. Prompt them for more examples if required. The advertisement can be improved by rewriting it from a bird lover's or avitourist's point of view rearranging the paragraphs so that the birding information is mentioned first. More background information about birding in KwaZulu-Natal could also be provided.

Activity 42: Insects in the ecosystem

T1 SO7 LO1   **SB page 110**

Answers

42.1 Discuss other ways in which insects work within the ecosystem and how they directly or indirectly benefit people. Allow students to participate as much as possible. Encourage them to use some of the new insights on their posters.

42.2 The students must design a poster about the role of insects in their area, with specific focus on their interaction with people living in the area. Give bonus marks for originality, good research and well designed posters.

Activity 43: Birds and tourism

T1 SO7 LO1   **SB page 110**

Answer

Students should share their stories in class or in pairs and write them down. If they do not know any stories, myths and fables in books could be consulted or they could ask the elderly people in their communities.

Activity 44: The importance of other wildlife

T1 SO7 LO1   **SB page 111**

Answer

This is a good activity to encourage community involvement and interaction among students for the benefit of nature, heritage and conservation. Posters can be displayed in class or even donated to the participating schools.

Activity 45: Game reserves

T1 SO7 LO1   **SB page 112**

Answer

Students must answer the questions in their workbook **according to the area where they live**. Information can be obtained from SAN PARKS if they do not know the answers.

Activity 46: Examine a coat of arms

T1 SO7 LO1   **SB page 113**

Answers

46.1 The **lion** and the **wildebeest** on the sides.
46.2 The flora in the Strelitzia plant at the bottom.
46.3 The answer will depend on the students' provinces. Lecturers might want to do some research of their own and bring photos of the coat of arms of the different provinces to class so that they can be discussed.

Activity 47: Folklore

T1 SO7 LO1   **SB page 113**

Answers

This activity is ideal to demonstrate and celebrate different cultures and backgrounds in a mixed race class. Our folklore differs, but strong animals like **lions, elephants, crocodiles** and **buffalo's** are mentioned most often as well as poisonous and potentially harmful insects and reptiles like **snakes** and **scorpions**. This could be explained by man's fears and hopes: man identify with the strong, knowing that they win a battle or "the strong survive" and are afraid of the danger that hides in even the smallest poisonous insect.

Activity 48: The value of our flora

T1 SO7 LO1   **SB page 115**

Answers

48.1 Facilitate a group discussion in which students explore their own knowledge and experience – if they uncover new information to add to the table, let them write these into their workbooks.
48.2 The answers will depend on the knowledge of students and the regions they come from. The lecturer should research some examples should the students struggle with this activity.
48.3 The lecturer should help the students to identify workable ways in which community leaders could be influenced to incorporate useful indigenous plant (flora) conservation into local community development plans.
48.4 Ensure that students write up the results of the class discussion in their workbooks.

Activity 49: Think about culture and heritage

T1 SO7 LO1   **SB page 116**

Answer

A general discussion about diversity of culture groups might be a good idea to stimulate debate before the students work in pairs. Mention the different culture groups that form part of our "Rainbow nation" to use Bishop Tutu's words. Also provide some examples of cultural tourism that already exist like township tours, staying over at a B&B in a township etc.

Activity 50: Forms of cultural heritage

T1 SO7 LO1   **SB page 118**

Answers

50.1   Refer to the article on page 117 of the Student's Book. Discuss cultural heritage in class and use the students input to compile a list of other types of cultural heritage such as:
- story telling
- drama
- art exhibitions
- wine tasting days or festivals
- traditional "potjiekos" or braai" days
- cultural festivals like the ones in Grahamstown and Oudtshoorn
- language festivals like the "Woordfees" or "Vers Indaba" in Stellenbosch

50.2   This is a day celebrating traditional games and the amount of visitors have grown considerably since the first event was held. This seems to be the case with all festivals and other cultural events and therefore it contributes to enticing people to visit the area, bringing in revenue.

Activity 51: World Heritage Sites in South Africa

T1 SO7 LO1   **SB page 122**

Answers

51.1 Answers will vary depending on the area and the personal opinion and / or research of students. The lecturer should request students to substantiate any sites they would add to the World heritage Sites list by referring to the selection criteria they applied.

51.2 To save time, the lecturer could create a worksheet containing the table on pages 122 – 123 of the Student's Book (SB) and allow students to paste it into their workbooks. They can then complete the last column, showing which type of heritage is found at each site. The information they can refer to in order to complete this task is on page 121 of the SB.

South Africa's World Heritage Sites			
Site	**Where located**	**Why selected**	**Type of heritage site**
Cradle of Humankind	Sterkfontein	The world's richest hominid site, home to 40% of human ancestor fossils	Natural: • archaeological • ecological Cultural: • Economical • Museum
Greater St Lucia Wetland Park	North coast of KwaZulu-Natal	Unique coastline Ecology	Natural: • Ecological
Robben Island	Off-shore Cape Town	Island where most of South Africa's apartheid prisoners were held, including Nelson Mandela	Cultural: • History • Socio-political
Cape Floral Region Protected Areas	Western Cape and Eastern Cape	Unique plant community	Natural: • Ecological
uKhahlamba/ Drakensberg Park	Eastern escarpment of South Africa	Unique mountain landscapes Unique examples of rock art	Natural: • archaeological • ecological Cultural: Drawings of ancestor San people
Mapungubwe Cultural Landscape	In Limpopo Province, near Musina	One of the richest cultural sites in Africa	Natural: • archaeological • ecological Cultural: • artefacts • economical • museum
Vredefort Dome	North-West and Free State provinces, near Parys	The oldest, largest and most deeplyeroded complex meteorite impact site in the world	Natural: • archaeological • geological
Richtersveld Cultural and Botanical Landscape	Northern Cape	Outstanding cultural and botanical value	Natural: • flora Cultural: • examples of Nama structures • museum

       © Nasou Via Afrika

Activity 52: Think about this!

T1 SO2 LO1   **SB page 124**

Answer

This is an enrichment activity that can be discussed in class to elicit debate on socio-political issues and cultural heritage. In general: Mandela is a large icon worldwide and where and whenever his name is linked to an activity, event or place it normally attracts more attention and therefore potentially more added value for tourism.

Activity 53: Our intangible heritage

T1 SO7 LO2   **SB page 125**

Answers

Personal experiences always involve subjective feelings, emotions and thoughts that will vary greatly from individual to individual. Tour operators and especially tourist guides should take this into account when they plan and visit a culturally sensitive site. Therefore the following should be kept in mind as general guidelines when students answer questions 1 – 4 in activity 53:
- plan with cultural background and sensitivity in mind, e.g. don't take Indian tourists from Durban to the Afrikaans Language Monument in the Paarl unless they specifically ask to see it, while Dutch tourists might be very interested because it links with their European heritage and language here in Southern Africa.
- be factual as far as possible as it helps with objectification of emotions
- allow tourists time to reflect and share their emotions and experiences
- 1ask for feedback so that you can plan better in future.

Unit 8   Understanding heritage and tourism

Activity 54 Heritage and tourism

T1 SO8 LO1   **SB page 130**

Answers

Read the article on page 131 of the Student's Book about the Freedom Park and encourage students to visit it if or when they are in Gauteng near Pretoria (Tshwane). Let them discuss the article and questions in pairs.

1. Students will have different answers. Make sure the three potential heritage sites they mention are within a 20km radius of their home. A map will be useful. They should also clearly indicate which site/s will need tour guides and which not.

2. Students will have different answers. The challenges they list can be similar in some cases and different in others.

3.a. Items of heritage importance:
- a memorial
- interactive museum
- garden of remembrance that will tell a coherent story of the struggle for survival, land and resources and how they shaped the social, economic, political, cultural and historical landscape of the country.

b. In 2003 a series of cleansing, healing and symbolic reparation ceremonies took place in each province across the country. Some soil from the site of each ceremony along with a plant, unique to each province was collected and sent to form part of the garden of remembrance, in honour of those affected by each of the seven conflicts.

c. President Mbeki said that "Freedom Park would not be a place of grief and mourning but of celebration, a **tribute to African and human dignity**, and a place for the **renewal of the human spirit**." He also said that "the park memorial will seek **to facilitate a communal process** of commemorating the pain and celebrating the victories of the past by preserving the memory of victims of conflicts and human rights abuses caused by slavery, colonialism and racism, and by honoring the victims, heroes and heroines of the struggle against apartheid."

d. Dr Mongane Serote's statement is very relevant to the new South Africa as it is only possible to build a transformed nation, now and in the future, if all groups in South Africa will be willing to put closure to the past. At the same time one should not be forgetting the past, as it will prevent us from making the same mistakes in the future. Honoring the sacrifices of those who fought for a democratic, non-racial and non-sexist society will help us to understand its value and will give us the courage to work relentlessly towards such a society, which will be the inheritance of future generations in South Africa.

In order to achieve this there is a **garden of remembrance**, with plants and soil from different provinces where **reparation ceremonies** took place, that acknowledge the seven main conflicts in South Africa's past. An official list of people who died during the seven conflicts also forms part of the garden. Furthermore, a memorial and **interactive museum** helps to tell a coherent story of the **struggle of humanity for freedom** in South Africa.

e. Students are to give their own views in this question. Guide them to gain insight into the fact that having the Voortrekker Monument just across the way form Freedom Park is an acknowledgement of South Africa's diverse society, yet recognition of the strength that lies in celebrating diversity instead of trying to deny it.

f. Students will explore the need to respect and accommodate all members of their group, irrespective of their own personal views or political convictions. It is advisable that they research the monuments well, so that they can provide factual information, without judging the past. They need to realise that different members of their groups might respond differently to these monuments and that they should be prepared to answer questions about South Africa's history to those who try to understand, and to provide space to those who need to reflect and "feel" more.

Activity 55 Employment in the Midlands

T1 SO8 LO2   **SB page 132**

Answer

Students must discuss in pairs the Midlands Meander tourist route mentioned on page 132 of the Student's Book. Then they must answer the questions. It will enhance the discussion if the lecturer could get hold of a printed Midlands meander Map beforehand and show it to the students, or at least refer the students to the website (http://www.midlandsmeander.co.za) in preparation of the discussion. In answering the questions students must bear in mind all that they have learned about heritage categories, economic factors and the expectations of different tourist groups.

Activity 56 Why are maps important to you?

T1 SO8 LO1   **SB page 137**

Answers (Enrichment activity)

56.1 Use these examples to ensure all the students know the conventions and directions used in maps.

56.2
- Welkom from Bloemfontein? **north-east**
- Bethlehem from Phuthadijhaba? **north-west**
- Botshabelo from Bohlokong? **south-west**

56.3 Bring an atlas to class or project copies of maps of places on an overhead projector for extra exercise in map orientation. Make sure all students are able to get hold of a map and are able to "read" or interpret a map.

Activity 57 The use of maps in showing the location of heritage sites

T1 SO8 LO1   **SB page 139**

Answer (Enrichment activity)

This is a very important exercise since map reading forms a crucial part of planning for any tourist itinerary or the development of an area as a tourist attraction. Make sure all students participate and let stronger students help those that are not so confident in map reading.

Assess this activity by peer review and add information that students did not pick up from their own research.

Activity 58 Let's summarise!

T1 SO8 LO1, 2   **SB page 139**

Answer

This exercise should give students and lecturers a good idea of how well students grasped the content covered in this unit on heritage and whether they will be able to develop a tourism package.

Discuss and summarise in class and let students then complete their individual assignments according to the instructions in questions 1 – 6 of this activity. This assignment could be used as part of their formal assessment.

Unit 9 Your place in South African heritage

Activity 59 Study a family tree

T1 SO9 LO1   **SB page 144**

Answers

59.1 50 years ago very few women followed formal careers. Men considered women to be suitable for the position of wife, mother and in some cases, teacher or nurse. It was not socially acceptable for women to look for opportunities beyond these stereotyped roles.

59.2 The answer of this question will vary depending on the ability of students to relate to past generations. In preparation for this activity, students can be asked to speak to elderly people in their family and community to get a better sense of how previous generations lived their lives before the inventions that we now take for granted.

59.3 Students will have to do some research for this activity and should quote their sources in order for lecturers to verify the accuracy of the information they come up with.

59.4 This question requires very personalised answers and assessment will be difficult. The lecturer should at least check the accuracy of the facts (for instance, when the TV was introduced in South Africa) and should give feedback to students on their writing style and ability to captivate an audience.

59.5 The purpose of this discussion is to allow students to brainstorm ideas on how to introduce some key South Africans to overseas tourists. The list could include South Africa's four Noble Peace Prize Laureates – Albert Luthuli (1060), Desmond Tutu (1984), F.W de Klerk and Nelson Mandela (1994). Interesting politicians and artists could also be added to the list. Events of historical importance like the death of Hector Petersen, Nelson Mandela's release from prison, Charlize Theron's Oscar award etc. could also be considered for inclusion on the family tree.

Activity 60 Talk about Patrick's story

T1 SO9 LO1   **SB page 148**

Answers

Note Patrick's determination and how he utilised his previous life experience as a herd boy to convey specific knowledge about veldt and bird life. Guide students to make connections between their own experience and that of Patrick's and how they could learn from him.

Specific answers for discussion questions:

60.1 He was herding cows for his family and later other people, living in the veldt and he didn't go to school.

60.2 Sally McKibbon, a lady managing the Thembalethu Home-Based Care (THBC) where Mozambican refugees were helped, befriended him. She extended a "helping hand" when Patrick needed it most. People from poor socio-economic backgrounds who make significant changes to their lives are people who manage to grasp opportunities with all their might, who are very thankful and who work very hard to make a success of their new lives.

60.3 Patrick got to know the veldt very well, learnt a lot about gathering food from nature and observed the habits of birds, insects and other animals. All this information he can now share with eager to learn tourists in his group.

60.4 He finished his school career, wrote matric and then trained as a guide.

60.5 No matter what your background or difficulties are, with determination and good education, everything is possible. Knowledge that can be useful as tourist guide can come from any source. Attitude counts a lot – with a positive outlook and dedication success is possible.

60.6 The Samora Machel Monument is located **in the bottom right corner** of the map.

Patrick can visit the following tourist attractions between the Asambeni head office and Mbuzini district:

- The Matsanu Cultural Village
- Driekoppies Dam
- Mahushe Shongwe Game Reserve
- Wild Frontier tourism area

Activity 61 Your own South African heritage

T1 SO9 LO1   **SB page 149**

Answer

Students must prepare a five minute oral presentation on their lives using a poster they have designed as reference point and memory aid.

Activity 62 How much does it cost?

T1 SO9 LO2   **SB page 154**

Answer

The answer depends on the park chosen by the students and the type of tourists or other groups that will make use of the facilities.

Activity 63 A group discussion

T1 SO9 LO2   **SB page 156**

Answers

Use this realistic exercise to prepare the students for the **challenge**s and **questions** they will experience in the tourism industry. Make sure the class is properly prepared by giving the students time to think about the questions and to prepare for their **different roles**. The specific questions of this activity (page 157 of the Student's Book) can only be answered after the group discussion and will depend on the students' **chosen game reserve** or other **facility**.

Activity 64 Gather information

T1 SO9 LO3   **SB page 158**

Answer

This is a very useful, but personal activity that will help students to reflect on their own background and give them a holistic approach to cultural diversity and its role in tourism. Make sure the students use the table on page 159 of the SB as their framework.

chapter 4   Sustainable tourism

In this chapter students will explore who is responsible for ensuring that the tourism industry and the associated activities are managed sustainably. Strategies used to make sure that tourism is sustainable and the resources that are an integral part of the tourism industry will also be introduced.

Unit 10 Stakeholders in the tourism industry

Activity 65 Roles of stakeholders

T2 SO1 LO1   **SB page 165**

Answers

Activity to be completed with stakeholders mentioned on page 164 of the Student's Book.

The tourism industry is...
The private sector / government lead
The private sector / government driven
Local communities based
The private sector / government influenced

Activity 66 Levels of government

T2 SO1 LO1   **SB page 166**

Answer

Flowchart will depend on the students' knowledge about the three levels of government. Discuss the three levels of government beforehand in class: National, Provincial and Local municipalities, and refer them to the information given on pages 167–168 in the Student's Book.

Activity 67 The private sector

T2 SO1 LO1   SB page 167

Answers

67.1
Bus driver
- managing and running their tourism businesses efficiently and profitably;
- ensuring that all the activities and operations are sustainable.

uLandwle hotel
- investing in the tourism industry;
- promoting and advertising their businesses
- working with local communities especially those who were previously disadvantaged.

Waiter serving
- providing ongoing training for staff;
- working with local communities especially those who were previously disadvantaged.

Rescuer
- ensuring the safety, security and health of visitors;
- providing ongoing training for staff.

67.2
The list could include, but is not limited to:
- managers of businesses
- tour operators
- doctors and nursing personnel
- taxi drivers
- pilots
- restaurant owners and managers
- marketers

67.3
The tourism industry is vast with many role players. Many stakeholders want the same results or are depending on the same groups for their businesses. It is therefore easier to form organisations like TBCSA where ideas can be shared, resources and expertise can be leveraged and where the planning, promoting and marketing of tourism can be achieved in collaboration with government.

Activity 68 Local communities as stakeholders

T2 SO1 LO1   **SB page 168**

Answers

The students must conduct research and write a report on local businesses in tourism. They will have to conduct interviews and they must write a report. Ensure that they:
- identify suitable businesses
- know how to prepare a questionnaire and conduct an interview
- know how to write a report (guidelines in Appendix 3, page 234 of the Student's Book.)

Activity 69 Linking up with local communities

T2 SO1 LO1   **SB page 170**

Answers

69.1 The government and private sector
69.2 Training and funding
69.3 He brought them much needed revenue and aim to give each school R500.00
69.4 The Pietermaritzburg Tourism Association
69.5 Local art and crafts shops or markets, sangomas or traditional healers, organisations like NGOs that give training or other support.

Activity 70 Listing the needs

T2 SO1 LO2   **SB page 171**

Answer

This is a group activity in which the students must discuss the article "Needs and expectations of the stakeholders" and then answer the questions. The lecturer might assist with the definition of "needs". Students might come up with similar concepts such as wants, requirements, desires, requests, wishes, etc. Ensure that everybody in the groups participate.

Activity 71 Potential conflicts

T2 SO1 LO2   **SB page 172**

Answers

71.1 Students must write their own brief summary on the potential conflicts between stakeholders in the tourism industry for example denying local communities access to resources, incompatable needs, etc.

72.2
- Ecology – reliance on resources
- Social and economic policies
- Opportunities (or the lack thereof) for the local communities

71.3 Information about:
- land-use laws and practices
- justice and human rights
- environmental matters like carrying capacities and sustainable resource usage.

Activity 72 Ensuring participation

T2 SO1 LO3   **SB page 173**

Answers

72.1   The group discussion should derive at at least the following answers:
- pass laws which will make participation compulsory
- voluntary acceptance after discussion, education and training

Additional ideas:
- use visual material like photo's in the education as it is more effective
- allow limited access to plant collectors and sangomas
- help local communities to develop their own area by planting trees or restore other resources they rely on so that pressure on the parks' resources is relieved
- give some of the income generated in the parks to local communities or support development initiatives.

72.2   Students should complete these exercises according to their own insights and gained knowledge. They must table their answer according to the table given on page 173 of the SB.

72.3   Students can either agree or disagree with the statement. It is important that they substantiate their opinion clearly. They should complete the paragraphs according to their own insights and gained knowledge.

Activity 73 Role-playing tourist industry stakeholders

T2 SO1 LO3   **SB page 175**

Answer

The case study on Mdumbi lodge must first be read and discussed in class and then students can role play it. This can be a fun activity, but also a very valuable exercise in which students can experience real conflict solution in the enactment.

Activity 74 Participating together to find solutions

T2 SO1 LO3   **SB page 177**

Answer

Students should answer questions after discussions in pairs. Lecturers could guide the answers according to information derived from the article on dolphins on page 176 of the Student's Book.
74.1 Skippers of the boats and tourist guides
74.2 Dolphin population of the area can be negatively effected and lead to them disappearing from the area which in turn will remove the very resource tourism is dependent on.
74.3 Suggestions should include establishing bylaws on marine life and protection for nature whilst also creating sustainable opportunities for some local businesses, tour operators and entrepreneurs.

Unit 11 Approaches to sustainable tourism

Activity 75 Sources for sustainable tourism strategies

T2 SO2 LO1   **SB page 183**

Answer

75.1.Facilitate a group discussion according to the information provided to determine whether the statements are true or false.
1. True
2. False
3. True
4. True
5. True
6. True

7. False
8. False
9. True
10. True

75.2 Students will have different answers. Make sure their report contains the following:
- The source that provides information on sustainable tourism strategies
- Web site address/contact details of the source
- Explain what strategies the source contains
- How they found the source

75.3 Each group will have different statements.

75.4 "The World Tourism Organization (UNWTO/OMT) is a specialized agency of the United Nations and the leading international organization in the field of tourism. It serves as a global forum for tourism policy issues and a practical source of tourism know-how.

UNWTO plays a central and decisive role in promoting the **development** of responsible, sustainable and universally accessible tourism, paying particular attention to the interests of **developing countries**.

The Organization encourages the implementation of the **Global Code of Ethics** for Tourism, with a view to ensuring that member countries, tourist destinations and businesses maximize the positive economic, social and cultural effects of tourism and fully reap its benefits, while minimizing its negative social and environmental impacts." See http://www.unwto.org/aboutwto/index.php.

75.5 Points that the students can list that should be contained in a Global Code of Ethics for Tourism can include for example:
- Tourism should contribute to a mutual understanding and respect between peoples and societies
- Tourism should be seen as a vehicle for individual and collective fulfilment
- Tourism should be a factor of sustainable development
- Tourism should be a user of the cultural heritage of mankind and contributor to its enhancement
- Tourism should be a beneficial activity for host countries and communities
- Tourism should consider the obligations of stakeholders in tourism development
- Everyone has the right to tourism
- Tourism should consider the liberty of tourist movements
- Tourism should consider the rights of the workers and entrepreneurs in the tourism industry

See http://www.unwto.org/code_ethics/eng/principles.htm.

Activity 76 Sustainable tourism strategies and general organisational objectives

T2 SO2 LO2   **SB page 187**

Answer

Lead a group discussion on sustainable tourism strategies according to the information on organisational objectives and case studies provided on pages 184–185 of the Student's Book. Students need to clearly state which site is more suitable for sustainable tourism development and why.

Activity 77 Give your opinion!

T2 SO2 LO2   **SB page 187**

Answers

77.1 Students must use the knowledge they gained and own insights to give their opinions on the relationship between **sustainability** and **happy** and **productive workers**.

77.2 The Glaasstudio case study shows clearly how responsible the business is regarding social and environmental aspects. E.g.:
- Employing local people
- Providing life skills training to staff
- Motivating staff etc.

Activity 78 Comparing sustainable tourism strategies to general tourism activities

T2 SO2 LO3   **SB page 192**

Answer

Students to answer the questions individually according to the information and case studies supplied on pages 188–191 of the Student's Book. Possible answers can be:

78.1 Quad-biking, jet-ski riding, shark cage diving and casino's.

78.2 Do not remove vegetation unnecessarily from the building site, implement recycling projects, apply energy saving measures, use local labourers, use a building style that blends in with the natural environment.

78.3 Benefits can include: improved networks to airports.

Negative impacts can include: noise and air pollution, traffic congestion, increased maintenance costs, shortage of parking in certain areas.

78.4 Students will have different answers. They can structure their answers as follows:

Tourist activity	Negative impact on local community
E.g. Quad-biking	Unneccessary noise, dust

78.5 Students will have different answers. They can structure their answers as follows:

Building site	Impact on natural environment	Impact on local community
1		
2		
3		

Unit 12   Tourism resources

Activity 79 Using resources in a sustainable way

T2 SO3 LO1   **SB page 196**

Answer

Discussion in pairs of the case study "Saving the Dukuduku forests" on page 196 of the Student's Book. The last two paragraphs of this article are of particular interest for this discussion.

79.1 Trees are a renewable resource because new trees can be planted to replace the once that has been cut down.

79.2 If new trees are not planted at a rate that will keep up with the rate at which it is used, the use of the trees will not be sustainable. The trees will become less and less over time and later disappear.

79.3 Students will have different opinions whether soapstone should continue to be used for carving curios. Allow students to express their opinions but make sure they have good motivations for their opinions.

79.4 They began a nursery using seeds from the remaining indigenous plants from the Dukuduku forests these plants get planted back into nature thus replacing what is taken, they also have permits for all the plants they have in the nursery. The wood they use for their carvings they get from the Wetland Authority, the woodcarving shavings are recycled to make compost for the nursery.

Activity 80 Human resources

T2 SO3 LO1   SB page 197

Answers

80.1 Irma van Rooyen, an artist, used her design talent in combination with the local talent and traditional skills of the Shangaan women, who embroidered their own traditional dress called Minceka, to start Kaross Workers. They now employ 400 people on a part time basis.

80.2 To be answered by students individually according to their knowledge about tourism in their provinces. Students can mention for example: homes of ethnic groups specific to their province, old mine sites, bridges, harbour areas, casinos, etc.

Activity 81 Conserving our wildlife resources

T2 SO3 LO2   SB page 203

Answer

Group discussion on shark nets and dolphin mortality. Groups must report back to the class. Note that this can be a topic that can bring out conflicting opinions. Ensure that the groups allow all their members to participate. Groups can use one of the assessment rubrics on pages 25 – 27 to assess the group's discussion.

Activity 82 The value of heritage resources

T2 SO3 LO2   SB page 204

Answers

82.1 Group discussion and then individual work. Mare sure the students mention all five types of heritage resources and their values. They must structure their answer according to the example given on page 204 of the SB.

82.2 Any good road map can be used for the planning of a five-day circular route. When planning the route students should keep in mind:
- the distance (normally not more than 300 km per day)
- amount of stops and the nature of sites: a Cango Cave visit will for instance take at least 1 – 2 hours, while a visit to a curio shop could take 15 minutes

- the age, interests and requests of the tourists
- accessibility and surface of the roads

82.3   The students research as suggested on page 205 of the Student's Book of the sites must include:

- the cost and approximate duration of a visit to the site or attraction,
- how many people visit the site every year, and
- how many people are employed at the site.

chapter 5   Contributing to sustainable tourism

In this chapter students will explore their own performance and how they can contribute to sustainable tourism.

Unit 13 My performance in relation to sustainability issues

Activity 83 Sustainability issues

T2 SO4 LO1   **SB page 211**

Answer

Group discussions on sustainability issues according to the White paper on Tourism (refer to page 209 of the Student's Book). Students answer the questions after a group discussion.

83.1 Students can summarise their answers as follows:

Sustainability issue that needs to be addressed	Consequences if irresponsibly addressed	Affect on tourism in the long term if not addressed responsibly
E.g Environmental degradation	Environment will be damaged and destroyed	The very resource on which tourism is dependent will disappear and thus tourism will disappear.

83.2 Students can add other issues to the table above.

Activity 84 Your own hypothetical business

T2 SO4 LO2-6   **SB page 214**

Answer

A group discussion about a hypothetical business. Students use the case study of Sebenza Majola who created a Bush Pub and other businesses (refer to pages 212–214 in the Student's Book) to discuss the first two questions.

84.1 Some issues are:
Using environmentally friendly building material (mud bricks, grass roof)
Capturing the local culture (Ndebele designs in pub)
Employing the local community

Providing skills training where needed
Extending employment opportunities
Investing in local community and opening more businesses
Involving the community by holding meetings so that local people can buy into new ideas
Enhancing respect for own culture
Applying recycling strategies
Implementing waste management strategies
Implementing energy and water saving strategies

84.2 Students will give their own ideas.

The group then decides on their own hypothetical business, and using this as a new case study, answers questions 3 to 5. Lecturers can add to the conclusions the groups came to, or rectify incorrect ideas when the groups provide feedback on these questions in class.

Unit 14 Reflecting on my own contribution to sustainability

Activity 85 Making a contribution

T2 SO5 LO1   **SB page 219**

Answer

Students work in pairs to discuss their ideas. They should write their ideas down after the discussion and add it to their Portfolio of Evidence. All their pre-knowledge on sustainability, heritage, conservation and business must be incorporated in answering the nine questions on page 219 of the Student's Book.

Possible responses from students can be:

85.1 The fact that the tourists are uncomfortable and probably dissatisfied with the service they are receiving from the tour bus owner might make them decide not to use the specific tour bus owner again and tell their friends about the incident as well. This negative publicity can lead to less business and the business becoming less viable and even closing (commercially unsustainable).

85.2 Take out a maintenance plan for vehicles and do regular maintenance on vehicles.

85.3 Is to reinforce the role of environmental protection within the context of the country's economic and social development programme.

- Will essentially function as an endorsement brand whose interventions will be reinforced by an extensive mass communication campaign and outreach programmes.
- Will seek to draw attention to how responsible environmental living is, a critical ingredient if South Africa was to achieve its stated objectives of a better life for all.
- Ensure that benefits derived can be enjoyed by present and future generations.

85.4
- Developing an endorsement brand that will link and become an umbrella for environmentally responsible or focused programmes and projects that link economic growth and social development.
- Developing and implementing a public awareness and mass media campaign that will bring about this awareness.

85.5 Natural environment which the ecotourist wants to experience will disappear, they will loose business and probably later close or they will find other areas suitable to the needs of the ecotourist to take the tourists to.

85.6 Two different persons attitude towards sustainability. The one thinks that she as an individual cannot make a difference while the other one is of the opinion that he can make a difference as an individual.

85.7 Environmental and cultural

85.8 Students can structure the answer as follows:

Position in business	Functions	Duties

85.9 Students will have different reports. Give clear assessment criteria to them before they start and indicate to them how long their report should be.

Activity 86 Improving your own performance and that of the organisation

T2 SO5 LO2   **SB page 220**

Answer

Group discussion on the performance and sustainability of an organisation. Use the previous activity (Activity 85) and all the information provided on pages 216 – 220 of the Student's Book to guide the discussion and answer students' questions. Focus specifically on how to design a policy for a business which aims to achieve the highest level of sustainability in all operating procedures.

86.1 A decision was taken about recycling by management. The decision gets communicated to the next level of staff without providing the necessary training as to what the implementation strategy would be and mean. The cleaning staff is not informed about the management decision. The scenario illustrates that a process that is not well thought through and implemented correctly will not lead to environmental sustainability.

86.2 The rest of the company staff need to be aprt of the process. They need to be trained and given workshops on the strategy.

86.3 Students will have different answers depending on the answers in question 9 of the previous activity.

86.4 Students will have different policies depending on the hypothetical business they chose.

86.5 Students will have different presentations depending on the hypothetical business they chose. Lecturer can assess the group's presentation using one of the assessment rubrics on pages 31, 33-35 of the LG.

Tourism Operations and Technology

chapter 1: Tourism marketing
Unit 1 What is marketing?
Unit 2 The marketing concept and principles
Unit 3 A marketing culture
Unit 4 Integrated marketing communication
Unit 5 Marketing communications and tourism
Unit 6 Communication tools in the tourism industry
chapter 2: Tourism entrepreneurship
Unit 7 Entrepreneurship in tourism
Unit 8 A successful tourism entrepreneur
Unit 9 Characteristics of an entrepreneur
Unit 10 Teamwork strategies
chapter 3: Setting up a tourism enterprise
Unit 11 The potential for a tourism SMME
Unit 12 Risk associated with an SMME
Unit 13 Running a tourism SMME
Unit 14 Should I establish an SMME
chapter 4: Running your own business
Unit 15 Business types
Unit 16 The need for market research
Unit 17 The financial aspects of starting a small business
Unit 18 Business plans

chapter 1   Tourism marketing

In this chapter students will be introduced to the role of marketing tourism in South Africa. Units 1 - 2 cover general information about marketing and define marketing principles and components of marketing in tourism. Unit 3 aims to create a marketing culture in students. Units 4 – 6 cover marketing communication in general and in the tourism industry and introduce students to popular communication tools in the industry.

Unit 1 What is marketing?

Activity 1: Explaining marketing

T1 SO1 LO1   SB page 9

Answer

This exercise refers to the picture on page 9 of the Student's Book. Allow time for students to discuss the marketing decisions and actions that this entrepreneur had to make to successfully market her products. Ensure that each person gets time to prepare to lead the discussion for the aspect of marketing he/she had to focus on. Hand out the rubric below and ask students to assess their partners as they lead their part of the discussion. This does not mean that the student who is assessing cannot participate in the discussion.

Rubric to assess your partner
(Lecturer to assist students in assessing the quality of the content by providing more information or research articles students can use to check content against).

5 = Outstanding 4 = Highly competent 3 = Competent 2 = Not yet competent 1 = Not achieved	Criteria	Rating				
		5	4	3	2	1
	• Preparation					
	• Focused on the marketing *decisions* for the aspects of marketing assigned to him/her.					
	• Focused on the marketing *actions* for the aspects of marketing assigned to him/her.					
	• Content (researched and thought through). Use page 8 in the Student's Book for basic guidelines on content.					
	• Invited partner's view on these aspects in order to get more information.					
	• Showed respect for partner's point of view.					
	OVERALL RATING	? out of 30				

Activity 2: Identify the elements of marketing

T1 SO1 LO2   SB page 18

Answer

This activity can be introduced by means of a class discussion to help students to identify and describe all the elements of marketing that apply to the illustrations.

Following the class discussion students will then have to write down their individual answers in a mind map and will have to present their mind map to the class orally. This activity allows the lecturer to introduce the usefulness of mind maps when having to prepare for a presentation. Basic presentation skills or public speaking principles could also be incorporated to help students to prepare for the oral part of this activity. Tourist guides have to be confident public speakers and this activity allows students to practice this skill in a safe environment. Also discuss ground rules to ensure psychological safety for the presenters.

Example of a mind map:

The generic mind map supplied on page 13 of the Student's Book can be customized by adding the specific information for each picture. Students are to use the information on pages 13 – 17 in the Student's Book to ensure that they cover all elements of marketing that apply to the illustrations.

See one example below:

Target Market

Suppliers

Price and Profit

Aims of show (profit margins?)

Seasonal

Product trade (food, articles sold at Show)

Price

Elements of marketing for Rand Easter Show

Product or Service

Service (rides on merry go round, etc.)

Place

Promotion (word of mouth, radio, etc.)

People

Show ground location and infrastructure / public transport etc.

Service providers

Cost of delivery must be recovered

Competing shows?

Event managers, suppliers and service providers

Local authorities like the Traffic Department, Department of Health

The following rubric can be used to assess the oral presentation.

Rubric for the oral presentation

5 = Outstanding 4 = Highly competent 3 = Competent 2 = Not yet competent 1 = Not achieved	Criteria	Rating				
	• Preparation	5	4	3	2	1
	• The use of the mind map to structure the presentation					
	• Accuracy of content covered in the presentation					
	• Presentation Skills / Public speaking skills					
	• Enthusiasm and passion					
	• Respect for the audience					
	OVERALL RATING	? out of 30				

A rubric to assess the construction of a mind map with can be found on page 41 of the LG.

Activity 3: Identify the elements of marketing

T1 SO1 LO3   **SB page 22**

Rubric

This might be a challenging exercise for students to do and it might not be a good idea to require them to assess this activity themselves. The table below can guide the lecturer in the assessment of this activity, however own discretion will have to be applied based on the answers students provide.

Other functions in the tourism office	How marketing functions fits into the other functions of the tourism office
General management	The layout of the tourist office on page 22 of the Student's Book enables the manager to stay connected with the rest of his staff, while also creating the impression that he /she is available to clients should they need to discuss issues. The manager will also have to take the responsibility to make or sign off strategic decisions about marketing.
Information and administrative management	Although often referred to as the "back office", the administrative department is key to the success of any tourist business. Information captured, stored and communicated by this department often influence marketing strategies. E.g. statistics about how many people could visit the 2010 Soccer World Cup could influence the marketing strategy.
Financial management and control	Financial management and control is required to ensure the required marketing budget to achieve the marketing strategies and targets are met.
Production and operational management	Although a tourist office do not produce products, there are still a lot of operations to manage, from the

	design and marketing of tourist packages, to the logistical arrangements, travel bookings, venue bookings etc. Systems like the Galileio reservation system can assist in this regard, but many other processes need to be designed, documented and followed to provide the service sold by the marketing department.
Personnel or human resources management	Like in any other business, personnel or human resources management form part of the tourist office. This includes managing the duties of staff, ensuring that correctly skilled staff are recruited and retained and that ongoing development occurs to ensure that staff stays skilled and motivated. Happy people usually support the efforts of the marketing department as they deliver excellent service to clients.
Public relations	Both internal and external communication links with marketing. Effective Internal communication ensures that relevant information is distributed and that staff feel connected and part of a team. External communication is linked to marketing as it implies that you should know your clients' needs, advertise the offerings you can provide and encourage people to make use of your offerings.
Purchasing management	Although a tourist office does not carry stock to be sold to the public, many things need to be purchased, including tickets, accommodation packages and beverages that links directly to the satisfaction of clients. This function also links with marketing as it requires that you procure the right services at the right time and place to ensure client satisfaction.

Unit 2   The marketing concept and principles

Activity 4 Formulate your own definition

T1 SO2 LO1   **SB page 26**

Answer

This activity requires of students to internalize the information on pages 23 – 25 of the Student's Book and then to present a summary of their understanding in the form of a poster. When assessing this activity, the lecturer should provide a rubric to the students, which covers a broad definition of the marketing concept, the basic principles of marketing as well as some criteria linked to poster making. For example: Is the poster catchy and yet factually correct? Is it large enough to be viewed from a distance, simple and yet inspiring? Will the poster elicit the correct attitude and behaviour from staff in a tourist office?

A rubric to assess poster communication skills can be found on page 39 of the LG.

Activity 5 The marketing concept in tourism

T1 SO2 LO2   **SB page 27**

Answer

This activity can be used as part of formal assessment. Ensure that students discuss the marketing principles in class (using the posters created in Activity 4) until you are comfortable that they understand the principles well. Now you can move to Activity 5, where they have to apply these principles to a specific tourism business.

The report they provide must be formally assessed by the lecturer, keeping the following guidelines in mind:
- Demonstration of understanding of the principles
- Students must state what kind of business they used to apply the principles to
- Give marks for the content – did they cover all aspects of each principle? Did they cover the components to be applied by the business?
- Award some marks towards structure and writing style in order to ensure that students develop the required level of writing skills.

A rubric to assess a written presentation with can be found on page 37 of the LG.

Activity 6 The marketing concept in action

T1 SO2 LO3   **SB page 27**

Answer

Lecturers should prepare the class beforehand to ensure that they gather the information they need from newspapers, magazines and Internet articles. Monitor progress with the research component of this activity and add to the information the class could gather should they struggle to get information. The lecturer could also suggest businesses in the tourist industry that are applying the marketing concept. Students can then research those businesses on the Internet. The lecturer should set a date for the class discussion to ensure that the students complete the research in time.

Divide the class into small groups and let them each discuss an example. The small groups should report back to the class on their findings, so that the whole class can benefit form their learning. Thereafter the students need to complete their personal assignments for their Portfolio of Evidence. Stress the fact that their own opinion is required with sufficient motivation of their opinions.

Activity 7 Case study – Quiver Tree Guesthouse

T1 SO2 LO3   **SB page 30**

Answer

7.1 Middle class travelers (3 star accommodations) in the Northern Cape.   (2)
7.2 Travelers wanting to make a stopover and tourists on their way to other tourist attractions on the N14 main route.   (2)
7.3 Yes.   (4)
Consumer orientation: they offer a wide variety of activities to cater for different consumer needs. The accommodation also caters for different needs and needs like safety that all visitors will share.
Profit orientation: The advertisement does not mention price, but one would assume that profit would be the main objective of this business to ensure sustainability.
Systems orientation: It seems so, as not only accommodation is provided, but also outdoor adventure activities.
Social orientation: It seems as if the local attractions are promoted by the Guesthouse, and one would assume that local communities benefit in this way.
7.4 It seems as if the local attractions are promoted by the Guesthouse, and one would assume that local communities benefit in this way.   (4)
7.5 Lecturers should use their discretion in this regard, but a few obvious costs would be: staff, DSTV, M-Net and TV licenses, running costs (such as electricity and water), etc.   (2)
7.6 The Website Guest.com   (1)
7.7 Yes, as long as it is not the only means of advertising. Travelers often look for accommodation on the web, but one should also bear in mind that many people might still not access advertisements in this way.   (4)
7.8 The list of activities and attractions provided in the advertisement.   (2)
7.9 **Placing** – remote, but at least on the N14 main route. The advertisement stresses the convenience of stopping over en route to other destinations.
Products / Services – students should be able to evaluate the products and services offered and to assess whether these are in line with a 3 star accommodation establishment.   (6)
                                                                           [27]

Unit 3 A marketing culture

Activity 8 The benefits of a marketing culture

T1 SO3 LO1   **SB page 34**

Answer

This is a group discussion about how the marketing culture has benefited the tourism industry. Lecturers should ensure that students refer to the information on

pages 31 – 34 in their Student's Book to ensure that they cover all the benefits. As a follow-up activity students should report back on the examples they could find in newspapers and travel magazines. Each group should list the best examples from their group. Tip: These lists can be decorated and put up in class as reference material.

Activity 9 Further benefits of a marketing culture

TO1 SO4 LO1, 2, 3   **SB page 37**

Answer

9.1 Client satisfaction due to speed of transactions, online booking etc.

9.2 The tourism industry do not really sell products, but rather provide a service to put tourists in contact with various attractions, by offering value added packages and by using their expertise to ensure tourists get the best value for their money.

9.3 Both the marketing and the reservation department are dependent on one another. The marketing department will not be able to attract new business if the airline is known for its bad service in the reservations department. Likewise, the reservations department would not be able to meet its targets for volume bookings unless the marketing department is successful in attracting clients.

Unit 4 Integrated marketing communication

Activity 10 Define integrated marketing communications in tourism

T1 SO5 LO11   **SB page 39**

Answer

This exercise is designed to help students to explore the meaning of the concept 'integrated marketing communications' before they are provided with some definitions of the term. Ensure there are dictionaries available in class, as some students might not have dictionaries at home. Guide students to use some of the marketing terms in their own definitions. The activity can easily be combined with a competition to see who can design the best poster and who come up with a definition closest to the "text book answers".

Activity 11 Internet search – Extension work

T1 SO4 LO1   SB page 40

Answer

This is extension work and will only benefit those who have access to the Internet. If your institution has a computer lab, you can take the class there to explore various tourist sites.

Activity 12 Which brand?

T1 SO4 LO2   SB page 41

Answer

This is extension work, but ensure that students understand the acronym IMC. If there is time in class you can explore what aspects of IMC are provided by strong brands.

Activity 13 Revise definition of integrated marketing communications in tourism

T1 SO5 LO11   SB page 43

Answer

Ensure that students read pages 40 – 42 in the Student's Book before they revise their definition of IMC. The lecturer will have to assist in assessing the examples the group comes up with of where one can apply the final definition in practical situations.

Activity 14 Find out more – research project

T1 SO5 LO12   SB page 46

Answer

Pages 43 – 46 in the Student's Book is a good starting point for the research, but students should be encouraged to research this topic more extensively before they report back to the class. Special care should be given to the last question in this research project regarding tourism marketing. Students should be able to substantiate their opinion. The lecturer will have to play a key role to ensure that any incorrect information provided during the feedback to the class is corrected and explained.

The rubric on page 28 of the LG can be used to assess the research project.

Activity 15 Discuss the use of integrated marketing communications in tourism

T1 SO5 LO13   **SB page 50**

Answer

Lecturers should ensure that students grasp the basic concepts of IMC before moving on to this activity. Allow time for research on MANGO and then facilitate the group discussions covering the questions on page 51 in the Student's Book. Based on their notes taken during the group discussion, students should compile their own written answers and add it to their Portfolio of Evidence.

Activity 16 Compile a list of the process of a market plan

T1 SO5 LO14   **SB page 55**

Answer

Students should compile their own detailed marketing communications plan and explain how they would carry it out based on the steps covered on pages 51 – 55 of the Student's Book. Lecturers should use the same pages to compile the criteria for assessing this assignment. Once returned, the plan should be added to the students' Portfolio of Evidence.

The rubric on page 37 of the LG can be used to assess the written plan.

Unit 5 Marketing communications and tourism

Activity 17 Compile a definition of advertising objectives in tourism

T1 SO6 LO15   **SB page 57**

Answer

Allow time for research and refer students to pages 56 – 57 in the Student's Book. The definition handed in should be assessed by the lecturer before a class definition is compiled.

Activity 18 Formulate requirements for advertising objectives – Assignment

T1 SO6 LO16   **SB page 58**

Answer

This activity is a formal assignment and should be assessed by the lecturer. Allow time for research and make some sources available in class. Ensure all students

know what SMART objectives are and that you will be using that as criteria when assessing their objectives.

Activity 19 Apply the ATR to a tourism-related situation

T1 SO6 LO17   **SB page 62**

Answer

Students should read pages 59 – 61 in their Student's Book before attempting this activity. Tip: instead of having a discussion you could also give this to the class as a quick test following the reading assignment. The discussion can then be used as information for self-assessment.

Activity 20 Explain the use and control of objectives against a tourism background – Assignment

T1 SO6 LO18   **SB page 63**

Answer

Students should hand this activity in as an assignment for formal assessment. Answers will depend on the examples chosen by students.

Unit 6 Communication tools in the tourism industry

Activity 21 What is meant by integrated marketing tools in tourism?

T1 SO7 LO19   **SB page 65**

Answer

Lecturers should explain the difference between a definition and a list of marketing tools upfront so that students do not fall into the trap of providing a list. Ensure that the definition the class ends up with is a satisfactory one.

Activity 22 Apply the AIDA principle

T1 SO7 LO20, 21   **SB page 70**

Answer

Answers will depend on the advertisements chosen by the students. Lecturers should ensure that the students understand the AIDA principle and that their comments are factually correct. Making the collage could be a fun event, but also serves as practical application of the AIDA principle.

Activity 23 What are the integrated marketing tools and where and how can they be used in tourism?

T1 SO7 LO20, 21   **SB page 71**

Answer

23.1 This activity provides students with a comprehensive list of marketing tools to be referenced in future. Lecturers should verify the data in these tables in order to ensure the value of these tables for future use.

23.2 Collaborate with the computer lecturer if at all possible to set an assignment to design and plan a website for an imaginary tourism offering. If a development / testing environment is available, the best websites can be loaded on this environment so that one can get a sense of the look and feel of these sites.

chapter 2   Tourism entrepreneurship

In this chapter students will be introduced to entrepreneurship and its role in tourism. Students will discover the characteristics and skills of a successful entrepreneur and assess their own characteristics and entrepreneurial skill. They will be guided to develop strategies to overcome shortcomings, and to develop goal planning and team collaboration skills.

Unit 7 Entrepreneurship in tourism

Activity 24: Know the terms

T2 SO8 LO1, 2   **SB page 78**

Answer

24.1 The difference between an entrepreneur and an intrapreneur is explained on pages 74 – 75 of the Student's Book.
24.2 The answer will differ depending on the tourism entrepreneur selected.
24.3 Encourage students to also give each other feedback on their writing skills, not only the content of the report, as this is an important skill to develop if you are in tourism.

Activity 25: Advantages and disadvantages of entrepreneurship

T2 SO8 LO3   **SB page 80**

Answer

Students use the information on pages 78 – 80 in the Student's Book to compile the table. Examples can be provided from their own experience or research.

Activity 26: Tourism and employment

T2 SO8 LO4   **SB page 85**

Answer

Refer students to pages 80 – 84 in their Student's Book and encourage them to do further research before answering the questions in this activity. As a lot of these questions require students to provide their own opinions, examples or descriptions, the lecturer will have to assist students in assessing whether their answers are sufficient or need more work.

Activity 27: Why did it fail?

T2 SO8 LO5   **SB page 85**

Answer

This is an important activity and the lecturer should ensure that all possible reasons for the failure are uncovered during the discussions. Refer to page 86 of the Student's Book for the case study.

Unit 8 A successful tourism entrepreneur

Activity 28: Who is a good entrepreneur?

T2 SO2 LO6   **SB page 88**

Answer

Students write a description of a good entrepreneur, giving examples where he or she shows these characteristics following the group work and class discussion.

Activity 29: Creating a profile

T2 SO2 LO6   **SB page 90**

Answer

Students review the list on page 90 of the Student's Book and add the most common characteristics discovered during the previous activity (if not already on the list).

Activity 30: Meet some successful entrepreneurs

T2 SO2 LO6   **SB page 95**

Answer

Students review the case study on page 94 – 95 of the Student's Book and then complete a table with the following column headings:

Characteristic	Skill (S)? Aptitude (A)? Personality (P)? Value (V)?	Why is this characteristic important in this venture?

Activity 31: Technical strategies

T2 SO2 LO9   **SB page 98**

Answer

Lecturers should assess this assignment as it is very important that students get feedback on their technical strategies – not only in terms of how good they are, but also in terms of the cost constraints that are typical of this kind of start-up venture.

Activity 32: Business strategies

T2 SO2 LO9   **SB page 99**

Answer

Refer students to the Notes on page 98 of the Student's Book and let them answer each of these questions in writing to share in the group at a later stage. Again, it might be a good idea if lecturers could assess these business strategies in order to provide students with feedback on how realistic and sound their strategies are.

Activity 33: Managerial strategies

T2 SO2 LO9   **SB page103**

Answer

Refer students to pages 99 - 102 of the Student's Book and let them answer activity 33 in writing to share in the group at a later stage. It might be a good idea if lecturers could assess these managerial strategies in order to provide students with feedback on how realistic and sound their strategies are.

Activity 34: Personal strategies

T2 SO2 LO9   **SB page 104**

Answer

Refer students to pages 103–104 of the Student's Book and let them answer activity 34 in writing. Peer feedback could be very valuable in this regard and therefore the lecturer should provide an opportunity to share these personal strategies in small groups during class time.

Activity 35: Summing up your strategies

T2 SO2 LO9   **SB page 104**

Answer

Group discussion – ensure students insert their notes into their Portfolios of Evidence.

Unit 9   Characteristics of an entrepreneur

Activity 36: Character quiz

T2 SO3 LO10   **SB page 105**

Answer

This is an activity to enhance self-insight and students should not be required to make their score known to the rest of the group. However, make sure they know that they could discuss their score with you at any stage.

Activity 37: My entrepreneurial strengths and weaknesses

T2 SO3 LO11 12   **SB page 107**

Answer

This is an activity to enhance self-insight and students should not be forced to discuss their weaknesses in class. However, this is a good time to introduce the value of feedback as it allows us to learn and grow.

Students can organize their answers according to the example on page 108 of the Student Book.

Activity 38: Role play – Suggest some remedies!

T2 SO3 LO13   **SB page 110**

Answer

Students are to refer to the case studies on page 109 – 110 in the Student's Book to prepare for the discussion and role play.

Activity 39: Research assignment

T2 SO3 LO14   **SB page 111**

Answer

This is a very important assignment as students will need this information when they go into business or to refer others to these programmes. Make sure that the list students end up with is extensive, accurate and well-researched.

Students can structure their answers as follows:

Name of programme	Contact details	Function	Purpose
1.			
2.			
3.			

Activity 40: Thinking about goals

T2 SO3 LO15, 16   **SB page 112**

Answer

Using the case studies referred to, the lecturer should lead students to discover how important the setting of SMART goals is for successful entrepreneurship.

Unit 10 Teamwork Strategies

Activity 41: Strategies for effective teamwork – Research

T2 SO4 LO11-14   **SB page 117**

Answer

This is a research activity.
41.1 Refer students to the case studies in question and discuss how effective teamwork were demonstrated and contributed to their success.
41.2 The answer will depend on the media article students' selected. Ensure that the aspects of teamwork are identified in each case and that the reasons provided by the students are sound. The answer of this activity should be filed in the students' Portfolio of Evidence.

The rubric on page 37 of the LG can be used to assess the essay.

chapter 3   Setting up a tourism enterprise

In this chapter students will learn how to set up a tourism enterprise, starting with the research required to establish the need for a tourism product and possible constraints in a specific location (unit 11). The risks, financial management and tax responsibilities of an SMME are covered in units 12 and 13. Unit 14 provides insight into the service and productivity levels required for success and highlights the risks associated with entrepreneurship.

Unit 11   The potential for a tourism SMME

Activity 42: Research your chosen area – Research

T2 SO5 LO16-19   **SB page 126**

Answer

This research project should be part of the formal assessment of the student. It links to the next activity (Activity 43) that requires students to present their research to the rest of the class. Discuss the required length, format, assessment criteria and due date with the class on the day the assignment is communicated to the class.

The research project can be assessed using the rubric on page 28 -29 of the LG.

Activity 43: Report back – Presentation

T2 SO5 LO20   **SB page 128**

Answer

This presentation links with the previous activity (Activity 42) that required students to research opening a SMME. Discuss the required length, assessment criteria and date of the presentation beforehand. Ensure that students receive feedback on their presentation skills, as well as the content of their presentations, body language and other aspects of public speaking.

The oral presentation can be assessed using the rubrics on pages 31, 33 and 34 of the LG. Students can use the self-assessment checklist on page 35 of the LG to help them when they prepare their oral presentation.

Unit 12   Risk associated with an SMME

Activity 44: Risks

T2 SO6 LO1, 2, 3   **SB page 132**

Answer

Refer students to pages 129 -132 of their Student's Book and let them complete the questions in activity 44. Their answers can be assessed in class, making use of peer reviews and/ or a group discussion.

Activity 45: Talk about the case studies

T2 SO6 LO4   **SB page 135**

Answer

Refer students to the case studies provided on pages 133 – 135 of their Student's Book. Guide a class discussion in order for students to discover the risks of growing a business too quickly and how to mitigate these risks.

Activity 46: Get information

T2 SO6 LO5, 6   **SB page 138**

Answer

This is an internet research activity and answers will depend on the information students could find. The lecturer should be able to top up this information with more information should students struggle with this assignment.

Unit 13 Running a tourism SMME

Activity 47: Talk about capital

T2 SO7 LO1   **SB page 141**

Answer

47.1
Start-up capital is money required at the onset of a new business to buy important things without which the organisation cannot do business. It is usually big once-off amounts for things like: premises, equipment, stock, vehicles and marketing.

Working capital is money required to keep the business operational. This requires costs on an ongoing basis for things like: rent, maintenance, stock replacement, marketing costs and insurance.
47.2
Help students to provide more examples of start-up and working capital that might be required by the Blue River Curio Shop.

Activity 48: Cash flow

T2 SO7 LO2   **SB page 145**

Answer

Refer students to the case studies on pages 143 – 145 of their Student's Book and let them discuss the questions in pairs before providing them with model answers for this activity. It is advisable to hand out the model answers, as many students find financial issues intimidating.

48.1 If your business makes a profit more money is coming in than is being spent and thus the cash flow of the business will be sound.

48.2 Apart from normal running costs, the Reserve had the added burden of having to pay monthly interest on the start-up capital and therefore his expenses exceeded his income.

48.3 Less tourists visited the Lodge during dry seasons and in severe droughts the visitors were even less. As the monthly expenses were not reduced significantly by the drop in the number of guests, but the monthly income took a huge drop when fewer guests visited the Lodge, it was inevitable that the drought would negatively impact the profits.

48.4 Renting – cheaper than bond repayments
Keeps stock on consignment – only pays the supplier once the stock moved
Did not recruit – worked hard during the first year to avoid paying salaries.

Activity 49: Role play

T2 SO7 LO3, 4   **SB page 148**

Answer

Refer students to all the information about financial management they have been exposed to up to now. They can also draw on own experience or insights to prepare for the role play. It could be helpful to create some visual aid (like a mind map) to use during the role play to explain the main points to the businessman.

Activity 50 Contracts

T2 SO7 LO5, 6   **SB page 152**

Answer

Refer students to pages 148 – 152 in their Student's Book to help them with the factual questions.

50.1 Contract with a cellular phone company, lease of premises contract and cleaning company contract.

50.2 Show students how to use a dictionary and provide time for them to look up the words they do not understand. Once they have the meaning of individual words, guide them to put these meanings together to interpret the point referred to in the cell phone contract.

50.3 Individual research on the SARS website and report back to the group.

Unit 14   Should I establish an SMME?

Activity 51: Tourism SMMEs

T2 SO8 LO1, 2, 3, 4   **SB page 158**

Answer

51.1 Group work – ensure that all possible risks are identified and discussed

51.2 This question does not specify on what students should comment and they might require some guidance from the lecturer.

51.3 The answer will depend on the entrepreneur students select. Students must hand in their reports and the lecturer should provide them with feedback on their thoughts on why the SMME is successful. The part about whether they would want a business like the one they are writing about links to the self-assessment activities done in unit 9. Students must be aware of the risks associated with starting a business that does not draw on their personal strengths.

chapter 4   Running your own business

In this chapter students will learn different aspects of running their own businesses: Unit 15 covers the legal requirements of different business types. Unit 16 focuses on the importance of market research, while unit 17 covers the financial aspects of starting a small business. Unit 18 looks into business plans and the viability of a budget.

    Lecturers should ensure that students understand the importance of these topics, as many students might have chosen tourism as a possible career because they like people and traveling and might find the aspects covered in this chapter boring. However, without solid market and financial planning no business can be successful.

Unit 15   Business Types

Activity 52: Show that you understand!

T2 SO9 LO1, 2, 3   **SB page 170**

Answer

Refer students to the information covered on pages 163 – 169 in their Student's Book. Most of the answers to these questions are factual and students should be able to find the required information. Lecturers should be prepared to provide assistance and to point students in the right direction should they need help with this activity.

Activity 53: How much tax?

T2 SO9 LO4, 5, 6   **SB page 176**

Answer

Refer students to pages 170 – 175 in their Student's Book.

53.2
VAT PAYABLE = OUTPUT VAT – INPUT VAT
R100 000 – R40 000 = **R60 000**.

53.3
10% of R60 000 = **R6 000**.

53.4
A person earning R200 000 will have to pay R33 000 + 30% of the amount over R160 000.
R33 000 + 30% of (R200 000 – 160 000)
R33 000 + 30% of R40 000
R33 000 + R12 000 = R45 000

R45 000 is **22.5% of R200 000 (the taxable income)**
**Note: as there is no indication of the age of the person, the rebate was not
deducted before the percentage of the taxable income was calculated.**

53.5
Use tax tables from SARS on page 175 of the Student's Book.
Tax = R8465 – R7200 (rebate for persons under 65) = **R1265**

53.6
Use tax tables from SARS on page 175 of the Student's Book.
Tax = R8465 – R11 700 (rebate for persons 65 years or older) = **R-3235**
Which means this person does not have to pay tax.

Activity 54: SETAs

T2 SO9 LO7   **SB page 178**

Answer

Refer students to pages 176 – 178 in their Student's Book.

54.1 Skills levies are charged to pay for training improving the skills levels of
workers. The levy is payable by employers who are registered with SARS for
employees' tax purposes, or by employers with an annual payroll in excess
of R250 000. As the levy-grant scheme means these businesses can also
apply for grants to use for training staff, skills development opportunities are
created for the staff of these companies.
54.2 The Tourism and Hospitality SETA known as THETA. Other possibilities include
the list at the top of page 178 of the Student's Book.

Activity 55: COID

T2 SO9 LO8, 9   **SB page 180**

Answer

Refer students to pages 178- 179 of their Student's Book. They then need to
complete the table provided in this activity (page 180) in pairs. One will
complete the information for UIF and the other for COID. Students must then
share their information with one another and make sure they have completed
both sets of information.

Activity 56: Research a tourism business

T2 SO9 LO10   **SB page 185**

Answer

This research activity will be conducted in groups. Individuals then need to write
a report on the research done on the registrations that are required of the type

of tourism business the group has selected. Ensure that students include all registration requirements and local contact details of the registration organisations.

The rubric on page 28 and 29 of the LG can be used to assess the research project.

Unit 16   The need for market research

Activity 57: Discuss Sipho's situation – Class discussion

T2 SO10 LO47   **SB page 192**

Answer

Class discussion should try to expand the SWOT done on page 191 of the Student's Book. Discuss the use of a personal SWOT like the one done for Sipho. Based on the adapted SWOT the class is now asked to come up with advice for Sipho based on this SWOT analysis.
   Note: Lecturers should help the class to discover how the SWOT helps to do problem solving and plan for one's future.

Activity 58: Prepare a SWOT analysis – Assignment

T2 SO10 LO47   **SB page 193**

Answer

The answer of this assignment will depend on the tourism business selected by students. The lecturer can assess this assignment and give feedback to the students.

Activity 59: Identify the target market - Assignment

T2 SO10 LO48   **SB page 196**

Answer

This assignment about target markets and customer profiles for three selected tourism businesses is part of formal assessment and should be added to the students' Portfolio of Evidence.

The research project can be assessed using the rubric on pages 28 and 29 of the LG.

Activity 60: Research the competition - Project

T2 SO10 LO49   **SB page 196**

Answer

This project to research the current competition for potential tourism enterprises in three locations and then to make a recommendation about location, forms part of formal assessment and should be added to the students' Portfolio of Evidence.

The research project can be assessed using the rubric on pages 28 and 29 of the LG.

Unit 17   The financial aspects of starting a small business

Activity 61: Research on interest rates – Project

T2 SO11 LO50   **SB page 199**

Answer

This is a research project where students can get a sense of what banks would charge them for interest rates if they were to apply for a loan for one of the types of businesses they selected earlier. This will give them a sense of how expensive borrowed money is.

Activity 62: Brainstorm start-up costs

T2 SO11 LO50   **SB page 206**

Answer

This is a class activity and once a comprehensive list of possible start-up costs are noted on the board, the lecturer can guide a discussion to group these items based on the types of tourism businesses that would need them. There should be one group for expenses that are shared by most of the tourism enterprises.

Activity 63: Research start-up and running costs - Assignment

T2 SO11 LO50   **SB page 209**

Answer

This assignment is very important as many businesses fail because the start-up costs or running costs of the enterprise was underestimated. Students complete the assignment and hand it in for assessment by the lecturer. Thereafter it gets added to the Portfolio of Evidence.

Activity 64: Case Study – Assignment

T2 SO11 LO50   **SB page 209**

Answer

This assignment integrates a lot of the topics covered thus far as well as knowledge obtained through the various research projects and group or class discussions. Students must complete all the questions on Solomon Ndlovo's case study in writing and their answers should ideally be assessed by the lecturer. Following the assessment the lecturer should spend some time discussing common errors and could even provide the students with model answers for the questions.

Activity 65: Assignment

T2 SO11 LO51-53   **SB page 217**

Answer

Refer students to pages 212 – 217 in their Student's Book. Communicate clearly that they should be doing additional research for this assignment. This assignment is part of the formal assessment and should be handed back to the students to insert into their Portfolio of Evidence.

The research project can be assessed using the rubric on pages 28 and 29 of the LG.

Unit 18   Business plans

Activity 66: Planning your business

T2 SO12 LO1-4   **SB page 224**

Answer

This activity draws on all prior learning of the students and will require additional research. Make sure the students get enough time to do this assignment and track progress from time to time in order to ensure that students do not wait until it is too late to complete the activity in time. Both sections of the activity should be assessed by the lecturer as answers will depend on the enterprises selected by the students.

The research project can be assessed using the rubric on pages 28 and 29 of the LG.

Client services and human relations

chapter 1: Human relations and the law

Unit 1 Democracy citizenship and values

Unit 2 Democracy in the workplace

Unit 3 Value conflicts and ethical dilemmas

chapter 2: Human relationships: time for productivity

Unit 4 Time for personal development

Unit 5 A balanced lifestyle

Unit 6 Time management

chapter 3: Human relations: new staff

Unit 7 Induction of new staff

Unit 8 Support new staff members

chapter 4: A safe and secure environment

Unit 9 Safety and security in the workplace

Unit 10 Preventing and handling violent situations

Unit 11 Identifying and reporting suspicious items

chapter 5: Cultural knowledge, client care and communication

Unit 12 Knowing many cultures

Unit 13 The importance of communication

Unit 14 Minimise misunderstandings

chapter 6: Culture and client care

Unit 15 South Africa's main international tourist groups

Unit 16 Communicating with tourists

Unit 17 South Africa's main population groups

chapter 7: Client care

Unit 18 Cultural consideration

Unit 19 Service excellence

Unit 20 Serious complaints

Unit 21 Learn from your actions to improve client care

chapter 1　　Human relations and the law

Unit 1　　Democracy, citizenship and values

Activity 1: How a democracy functions

T1 SO1 LO1　　　　　　　　　　　　　　　　　　**SB page 9**

Answers

1. Citizenship; one citizen, one vote.
2. Representative, direct and participatory.
3. Individual responses; assess on merit.

Activity 2: You are a government minister

T1 SO1 LO1　　　　　　　　　　　　　　　　　　**SB page 11**

Answers

Individual responses. Assess on merit. Students can use the checklist on page 250 of the SB to help them prepare their presentations.

Activity 3: Rights and responsibilities

T1 SO1 LO1　　　　　　　　　　　　　　　　　　**SB page 12**

Answers

1. A legally recognized subject or national of a state or commonwealth.
2. Individual answers, roughly to take your citizenship seriously.
3. Individual answers, e.g. Right: to have a vote: Duty: to go and vote during an election.
4. Students can structure their answers as follows:

Privileges and rights	Responsibilities
1 to 7	

Activity 4: Human rights

T1 SO1 LO1　　　　　　　　　　　　　　　　　　**SB page 14**

Answers

1. Individual answers. E.g. if people are prohibited from practicing their own religions; Action: form a citizens' forum where all citizens agree to tolerate and respect other people's religions.
2 and **3**. Individual answers. The role-play could show an individual being harassed on the grounds of religion.

Activity 5: Human rights, social justice and equality case study

T1 SO1 LO2   **SB page 15**

Answers

1. The rights to a home, security, non-discrimination, dignity.
2. She had nowhere to go to have her rights re-instated.
3. No, they only wanted men.
4. Pass legislation that would entitle her to a share of the house; prohibit gender discrimination; make sure that each citizen has access to reasonable housing.
5. Individual answers. Primarily make an application to the Department of welfare to gain access to her own home, etc.

Activity 6: Advocacy for human rights, equality and social justice

T1 SO1 LO2   **SB page 15**

Answers

Individual answers. Students can use the checklist on page 250 of the SB to help them to prepare their presentations. Student presentations can be assessed by the rest of the class using a rating scale that you have compiled beforehand for the activity.

Activity 7: Values, principles and rules

T1 SO2 LO1, 2   **SB page 21**

Answers

1. a. *Human dignity*: to be free from any treatment that may impinge on your human dignity; no cruel or unfair punishment.
   b. *Equality*: to be equal before the law. Freedom to have all the rights that other citizens have; not to be unfairly imprisoned.
   c. *Non-racism*: to be treated in such a way that your racial origin does not matter.
2. Human rights.

Activity 8: Rights and responsibilities

T1 SO1 LO1, 2   **SB page 21**

Answers

Each students essay will differ. Students must ensure they follow the guidelines on page 21 of the SB when they write their essay. The mark allocation given in the SB can be used for assessment purposes. Their essays should be placed in their portfolio with their assessment.

Unit 2   Democracy in the workplace

Activity 9: The Labour Relations Act

T1 SO3 LO1   **SB page 32**

Answers

Individual answers; assess on merit. Students can use the checklist on page 250 of the SB to help them prepare their presentations.

The presentations should contain at least the following information:

The rights of workers:
    Freedom of association, i.e. to belong to a trade union.
    Freedom from discrimination.
    The right to work.
    The right to strike.
    The right to be paid for work.

The rights of employers
    Freedom of association, i.e. to belong to an employers' organisation.
    The right to lock-out.
    No work, no pay.

Activity 10: The Employment Equity Act

T1 SO3 LO 2   **SB page 34**

Answers

Individual answers. Assess on merit.

Activity 11: You are an employer

T1 SO3 LO3   **SB page 36**

Answers

1. Students should use the information on page 34 to 36 to formulate their answers; all the employees' rights in the three Acts mentioned.
2. You must have a valid contract with any employee who works for more than 24 hours per month for you.
   Normal working hours: maximum 45 hours per week; over-time: maximum 3 hours per day and 10 hours per week. Overtime paid at 1½ times the normal rate.

Activity 12: You are an employee

T1 SO3 LO3   **SB page 38**

Answers

Leave: 21 days per annum, granted within 6 months after the end of the cycle. Can by collective agreement be reduced to no less than 14 days per annum.
Job information: full job description in contract of service.
Payment: payment on last day of month or other agreed period; no unauthorized deductions.
Termination of employment according to contract of service.

Activity 13: The Basic Conditions of Employment Act

T1 SO3 LO3   **SB page 40**

Answers

1. Her right to be paid; her right to safe transport (as a night worker); the right to be paid for overtime and Sunday work; her right to paid leave, sick leave and other types of paid leave such as family responsibility leave; her right to have no unauthorized deductions made.
2. If she belongs to a trade union she can complain to the local shop steward; if not, she can report the matter to the local labour inspectors of the Department of Labour or the local office of the CCMA.
3. and **4.** See text on p. 34-39 of the SB.

Activity 14: The Skills Development Act

T1 SO3 LO4   **SB page 42**

Answers

1 and **2.** Students must use the information on pages 34 to 39 of the SB for their discussion and table.
3. Students can use the information on learnerships on page 41 of the SB to compile their poster. The poster must clearly illustrate what a learnership is and how to go about getting a learnership.

Activity 15: Duty of the government

T1 SO3 LO5   **SB page 44**

Answers

Groups will have different answers. Make sure that each scenario is clearly written out and that each group is clear on the roles that the group will role play. Assess each group's scenario and role play on merit. Students can use the information on pages 34 to 44 of the SB.

Activity 16: Restricting rights and freedom leads to conflict

T1 SO3 LO6   **SB page 46**

Answers

1. They burned cars; they resisted arrest; they attacked the police; they threatened the police and private property.
2. The police tried to arrest the strikers.
3. They were arrested.
4. Provide time for research and then allocate a specific period in class when the debate will take place.

Unit 3   Value conflicts and ethical dilemmas

Activity 17: Value conflict and ethical dilemmas

T1 SO4 LO1, 2   **SB page 48**

Answers

1. Building on an ecologically fragile spot
    Building a cosmetic surgery hotel/hospital for the rich when local people need
    hospitals.
    Building a casino.
    Short term jobs for the unemployed.
    Bribes taken for jobs.
2. Moral issues versus unemployment
Cosmetic interests versus primary health care

3. Individual answers to resolve the conflicts identified by students.

Activity 18: Value conflict in society

T1 SO5 LO1, 2   **SB page 54**

Answers

Individual answers. Assess on merit.

Students can use the checklist on page 250 of the SB to help them to prepare their
presentation.

Activity 19: Summative assessment

T1 SO2 LO1   **SB page 54**

Answers

Answers will differ. The following example answers can be used as a framework.

1. Some general rights of citizenship include the right to:
   • Live in and return to the country of which one is a citizen
   • Enjoy the protection of the laws of the country
   • A passport
   • Vote and stand for office (adults)

Some general *responsibilities* of citizenship include:

- Respecting the rights of others
- Exercising your rights
- Obeying the laws of the country
- Paying taxes
- Defending your rights and the rights of others against those who abuse them
- Compulsory military service (in some countries)
- Criticizing the conditions of political and civic life in a constructive way   [10]

2. Human rights are the rights that everyone has, from birth onwards, just because they are people. Basic universal human rights include: security, freedom, political rights, due process and economic rights.   [5]

3. Social justice means that all members of society are entitled to the same rights and services as all other members of that society. Also means recognizing that some groups of people may have suffered disadvantages or discrimination in the past (or are still suffering), and treating them differently so that they can have a fair chance.   [5]

4. All people are born free and equal and should be treated so. Everyone is equal before the law and everyone must have equal protection by the law. People should not be discriminated against because of their nationality, ethnicity, race, sex, language, sexual orientation, social status, political opinion or religion.   [5]

5. *Equality* means that the law must treat everyone the same and that everyone must be protected by the law.

Human dignity means that the worth of human beings must be recignised and they are entitled to be treated as worthy of respect and concern.

Non-racism means not discriminating against, excluding, restricting, or preferring someone because of his or her race, colour or national or ethnic origin.   [9]

6.
- Recognition of the history of the country
- Honour for those who struggled
- Respect for those who worked hard to build the country
- The need to correct the wrongs of the past
- Allowing all citizens to have a say in the government of the country
- Giving all citizens the protection of the law
- Improving the quality of life of all citizens
- Treat others as you would like to be treated
- Be fair and treat people equally
- Respect the equal rights of every citizen   [6]

7.
- The right to be treated fairly at work.
- Fair working hours
- Safe working conditions
- Fair pay
- Leave
- Freedome to join trade unions

- Freedome to strike, following the correct procedures
- Follow all reasonable and legal instructions of employers
- Do their best work   [10]

Possible answers to questions **8 – 10** tabelled below.

Act	8 Aims of act	9 When will use act	10 Rights and responsibilities of employers	10 Rights and responsibilities of employees
Laboure Relations	Promote economic development, social justice, labour peace and democracy in the workplace	When there is a dispute regarding fair labour practices.	Has the right to participate in forming an employers' organization, joining such an organization and participating in its lawful activities	Has the right to participate in forming a trade union, joining a trade union and participating in its lawful activities.
Employment Equity	Promote employment equity, prohibits unfair discrimination, and regulates affirmative action.	When there is unfair discrimination in employment policy or practice.	An employere can discriminate if it seems fair e.g. when implementing affirmative action measures.	No person may unfairly discriminate against an employee because of his or her race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion etc.
Basic Conditions of Employment	To encourage economic development and social justice by making rules about the right to fair labour practices.	When a business employes someone.	Draw up employment contracts with their employees, pay employees for work done, provide employees with work and tasks, provide safe working	Should work at the agreed place and for the agreed time and must offer to work. Carry out their duties and tasks with care and competence, etc. See pg 39

			conditions.	SB for complete list
Skills Development	To develop the skills of the SA workforce and to improve the quality of life of workers and their prospects (opportunities) of work, improve productivity, increase competiveness of employers and promote self-employment.	When a company wants to educate and train their employees.	Provide training programmes to employees, create learnerships.	Improve their productivity
Marks	8	4	4	4

11. Answers will differ. See table on page 47 of SB for examples.

12. Individual answers.

13. Individual answers.

14. Answers will differ but students can mention aspects such as negotiation, mediation, conciliation and arbitration. Ideas should be relevant to the two conflict situations mentioned in question 13. [10]

chapter 2   Human relations: time for productivity

Unit 4   Time for personal development

Activity 20: Your priorities

T1 SO6 LO1   **SB page 59**

Answers

Individual answers. No formal assessment necessary. You may want to invite volunteers to share their lists of priorities with their classmates. Students can share the reasons why they have decided why they regard certain activities as more omportant than others.

Activity 21: How do you spend your time?

T1 SO6 LO1, 2   **SB page59**

Answers

Individual answers. Make sure students use the timetable template on page 60. No formal assessment necessary.

Activity 22: Your most productive time of the day

T1 SO6 LO3   **SB page 61**

Answers

Individual answers. No formal assessment necessary. Students can use the checklist on page 250 of the SB to help them prepare their presentation.

Activity 23: How stressed are you in a typical week?

T1 SO6 LO4   **SB page 63**

Answers

Individual answers. No formal assessment necessary. Students can repeat this activity at regular intervals during the year. This will help them to become more aware of their stress levels, the reason why they are stressed and try and find ways

in which to lower their stress levels thus increasing their functionality and productivity.

Unit 5   A balanced lifestyle

Activity 24: A balanced lifestyle

T1 SO7 LO1   **SB page 65**

Answers

a. The second description.
b. Individual answers. No formal assessment necessary.

Activity 25: Check your balance

T1 SO7 LO1   **SB page 67**

Answers

Students should complete the table and keep it in their workbook. They can repeat the exercise throughout the year and see how their lifestyle has changed or continued.

Activity 26: Balance and productivity

T1 SO7 LO3   **SB page 68**

Answers

1 a. Productive means being able to do a lot of work in a short space of time.
b. Individual answers. For example set goals for each day and task, make a to-do list, manage time etc.
2. Individual answers. Students can rate themselves using the scale in the margin on page 68 of the SB.

Activity 27: Support structures

T1 SO7 LO 5, 6   **SB page 69**

Answers

Individual answers. Students can use the rubric on page 41 of the LG to assess their mind map construction.

Activity 28: A personal plan

T1 SO7 LO1-6   **SB page 69**

Answers

Individual answers. No formal assessment necessary.

Unit 6   Time management

Activity 29: Tools to manage time

T1 SO8 LO1,2   **SB page 72**

Answers

Individual answers. Students can list any five of the following; diary, year planner, monthly planner, weekly planner, to-do lists, notes, cell phone, computer program and palmtop. They can table their answer as follows:

Time management tool	When appropriate to use

Activity 30: Compare time management tools

T1 SO8 LO 3,4   **SB page 74**

Answers

Individual answers. Students can table their answers as follows:

Time management tool	Advantages	Disadvantages	Reason for using tool	Contingency plan for each

Activity 31: Give advice

T1 SO8 LO 7   **SB page 76**

Answers

Individual answers. Students need to make sure that their suggestions for better time management to Peter and Phumza are practical and relevant..

Activity 32: Discuss the case study

T1 SO8 LO8   **SB page 76**

Answers

1. Do things in a different sequence and/or grouping them.
2. When all the tasks could possibly fit into the allotted time.
3. First complete portfolio task, then talk to sister, then listen to MP3/TV while you wash the car.

Activity 33: Dealing with interruptions

T1 SO8 LO8   **SB pages 77**

Answers

Individual answers. No formal assessment necessary.
Students can use the rubric on page 250 of the SB to help them prepare for their presentations.

Activity 34: Set goals for the short, medium and long term

T1 SO8 LO5, 6   **SB pages 78**

Answers

Individual answers. No formal assessment necessary.

Activity 35: Set goals for a balanced lifestyle

T1 SO8 LO9   **SB pages 79**

Answers

Individual answers. No formal assessment necessary.
Students can structure their table as follows:

Goal	Short	Medium	Long	Dates	Tick
Health					
Studies					
Work					
Friends					
Family					
Recreation					
Community participation					
Self-time					

Activity 36: An action plan

T1 SO9 LO1-3   **SB pages 80**

Answers

Individual answers. No formal assessment necessary.
Students can use rubric 1 in appendix 3 (page 247) of the SB to assess their action plan.

chapter 3 Human relations: new staff

Unit 7   Induction of new staff

Activity 37: The importance of familiarising new staff with the workplace

T1 SO10 LO1, 2   **SB page 85**

Answers

1. Students can find the ten reasons in the text on page 84 and 85 of the SB.
2. To avoid confusion and to get them productive as soon as possible.
3. Monitor role plays.

Activity 38: Introducing and induction

T1 SO10 LO3   **SB page 86**

Answers

Introducing: Tell the new staff member what the names of other workers are and tell them his/her name and function.
Induction: Give new staff member full information regarding expectations and conditions of service, as well as fringe benefits, rules, etc.

Activity 39: Being new, being made welcome

T1 SO10 LO1, 4   **SB page 86**

Answers

Individual answers. No formal assessment necessary.

Activity 40: The induction process

T1 SO10 LO4   **SB page 89**

Answers

Students should use the information on pages 87 to 89 of the SB to answer the four questions. The checklist on page 248 of the SB can be used to assess the activity.

Unit 8   Support new staff members

Activity 41: Role-play being new

T1 SO11 LO1, 2   **SB page 93**

Answers

Individual answers. No formal assessment necessary.

Activity 42: An action plan

T1 SO11 LO1-3   **SB page 93**

Answers

Individual answers. No formal assessment necessary.

Activity 43: An induction programme and a case study

T1 SO12 LO1   **SB page 94**

Answers

Possible answers students can give are:
1. Lost, tired, frustrated, uninformed.
2. Cynthia was not introduced to her new job environment very well. She received incomplete or no information about basic issues such as toilet facilities, specific duties, lunch time, etc.
3. Better planning and organization on behalf of the line manager.
4. Individual answers. Students can share their ideas in class.
5. Individual answers. Students can share their ideas in class.

chapter 4   A safe and secure environment

Units 9   Safety and security in the workplace

Activity 44: Compare violent situations

T2 SO1, LO1   **SB page 101**

Answers

1. Individual answers to be submitted in the following format:

Action	Reason for Action	Security measures that can be taken to prevent them
Armed robbery	Intent to acquire any item of value such as cash, electronic equipment, jewellery, firearms, and so on	All security measures- guards, CCTV, locks, gates, doors
Bomb threats	Intent to create panic or do mass harm to innocent people	Vigilance in identifying suspicious items
Hijacking	Intention is theft of vehicle (and contents)	Vigilance
Riots	Protest action	None
Strikes	Protest action	None
Mass Action	Protest action	None

2.   Armed robbery and hijacking are similar in that perpetrators use weapons to take items of value from victims – these actions are of criminal intent; usually individual or small groups of perpetrators.
These differ from bomb threats, riots, strikes and mass actions in their intent and number or perpetrators.
Bomb threats have a different intent from the others in that they intent to create mass panic or cause mass injury and damage in the interests of a particular cause. Bomb threats are usually a terrorist action.
Riots, strikes and mass actions have similarities in that they are not generally of criminal intent, and the perpetrators act in a large group

Activity 45: Restricted areas at your college

T2 SO1 LO2   **SB page 103**

Answers

Answers should include areas such as staff areas and offices (including staff toilets, tea room and cloakrooms), administrative areas, laboratories not in use, stores, entrances and exits for staff.

Activity 46: Be on the alert!

T2 SO1, LO3   **SB page 103**

Answers

Individual answers. Ideas include cafeterias, classrooms, gardens, laboratories, main hall – the best places are where there are lots of people likely to be in a particular place.

Units 10 Preventing and handling violent situations

Activity 47: Is security important?

T2 SO2 LO1,2, SO3 LO1   **SB page 106**

Answers

Individual answers. No formal assessment necessary.

Activity 48: Dealing with violent situations

T2 SO3 LO2   **SB page 109**

Answers

Individual answers. No formal assessment necessary.

Activity 49: Describe a suspect

T2 SO5 LO1   **SB page 110**

Instruction

Make photocopies of the description form on page 111 for learners to complete to practice their observation skills.

Answers

Individual answers. No formal assessment necessary.

Activity 50: Class discussion – co-operate with attackers

T2 SO5 LO3   **SB page 112**

Instruction

This could take the form of a class debate – divide the class into two groups and each group must argue a different point of view. Give the groups ten minutes to prepare their argument then they must appoint a speaker to present their argument to the class. At the end of the debate, the students must vote for what they think is the best course of action based on the points raised in the debate.

Answers

Individual answers. No formal assessment necessary.

Unit 11 Identifying and reporting suspicious items

Activity 51: Do a role-play

T2 SO6 LO1   **SB page 114**

Answers

Individual answers. No formal assessment necessary.
You may want to invite some of the pairs to do their role-plays for the rest of the class.

Activity 52: College security

T2 SO7 LO1, 2   **SB page 116**

Answers

Individual answers. No formal assessment necessary.
You can extend this activity by combining the answers from the different pairs and let the students draw up a comprehensive report. They can then submit this report to the CEO of the college (or the campus security manager) and to the Student Representative Council to use during the induction of new students.

chapter 5   Cultural knowledge, client care and communication

Unit 12   Knowing many cultures

Activity 53: What is culture?

T3 SO1 LO1   **SB page 121**

Answers

1. Students can mention that the fact that they speak English, eat specific dishes, wear specific clothes, etc.
2. and **3.** Food, dress, language, beliefs, values, traditions, etc. with suitable reasons.
4. Individual answers. No formal assessment necessary.

Activity 54: Quick question

T3 SO1 LO1   **SB page 122**

Answers

Individual answers. Students should focus on each cultures language, food, dress, beliefs, traditions etc. Pairs can share their information with the rest of the class during a feedback session.

Activity 55: The importance of knowing about other cultures

T3 SO1 LO1   **SB page 124**

Answers

Individual answers. Students can use the checklist on page 250 of the SB to help them prepare their talk. The checklist on page 124 of the SB can be used by students to assess fellow student's talks about cultures.

Activity 56: Dealing with managers, supervisors and colleagues

T3 SO1 LO2   **SB page 126**

Answers

Role plays will differ according to the scenario each pair select. No formal assessment necessary.

Activity 57: Quick questions   **SB page 126**

T3 SO1 LO1

Answers

1. Any person who buys goods or services from your organisation.
2. Any person from another area who visits your area and who uses tourist products.
3. Differences between a visitor, traveler and tourist are on page 126 of the SB.

Activity 58: Grouping clients

T3 SO1 LO3   **SB page 127**

Tabel should look as follows:

Local clients	Domestic tourists	Tourists from neighbouring countries
a, e, g, i	c	b, d, f, h, j

Activity 59: Grouping tourists

T3 SO1 LO4   **SB page 129**

Answers

Students can use the information on page 128 of the SB to complete their table.

Activity 60 : Which languages do tourists speak?

T3 SO1 LO5   **SB page 130**

Answers

Various answers possible. Students need to note that in some countries more than one language is spoken.

Activity 61: Quick question

T3 SO1 LO5   **SB page 130**

Answers

English

Activity 62: Comparing cultures

T3 SO1 LO6   **SB page 133**

Answers

Individual answers depending on which countries the students chose. Their answers should be in a table format and have the following headings: Region; Country; language spoken; food and drink preferences; traditions, customes, lifestyles and believes (See table on page 132 and 133 of SB).

A rubric to assess the activity can be found on page 248 of the SB.

Unit 13   The importance of communication

Activity 63: Your non-verbal communication

T3 SO2 LO1   **SB page 136**

Answers

1 and **2.** Individual answers, no formal assessment necessary.
3.   All people respond to it.
        It is often more important than verbal language.
        It often tells us what people *really* think.
        It can carry messages when there is no common language.
        It can re-enforce verbal messages.

Activity 64: Quick question

T3 SO2 LO1   **SB page 137**

Answers

Large cat for sale. Loves babies and children. No fussy eating habits. Price: R50.

Activity 65: When gestures are necessary

T3 SO2 LO1   **SB page 139**

Answers

Individual answers, no formal assessment necessary.

Activity 66: Compare interpretations of non-verbal language

T3 SO2 LO1   **SB page 140**

Answers

Individual answers, no formal assessment necessary.

Activity 67: Use gestures and non-verbal language

T3 SO2 LO1   **SB page 141**

Answers

Individual answers, no formal assessment necessary.

Activity 68: The role of eye contact

T3 SO2 LO2   **SB page 142**

Answers

Individual answers, no formal assessment necessary.

Unit 14   Minimise misunderstandings

Activity 69: The importance of verbal and non-verbal communication

T3 SO3 LO1   **SB page 144**

Answers

Individual answers, no formal assessment necessary. Students can structure their answers to question **1** and **2** as follows:

Picture	1. Miscommunication	2. Effects of the miscommunication
Man with camera	Language misunderstanding	Upset tourist whose need to take photo's are not met.
Tourist with map	Incorrect information and hand signals	Upset tourist, will not trust guide again
Family	Incomplete information	Upset family
Tourguide and tourist	Heard a different word	Upset tourist

3. Tourists need information and assistance all the time therefore it is important that clear verbal and non-verbal skills are practiced by employees in the tourism industry. This will help to limit misunderstandings like the ones in the pictures on page 144 of the SB.

Activity 70: Roles and functions of workers

T3 SO3 LO2   **SB page 146**

Answers

1. It can provide good service and will win more clients.
2. It frustrates clients and loose customers.
3. Each person does assigned tasks.
4. No service or communication.
5. Loss of business.
6. Good.
7. Poor.

Activity 71: The importance of client satisfaction

T3 SO3 LO3   **SB page 150**

Answers

Individual answers. Possible answers students can give are:

1. Client satisfaction is important because without it there will be no tourists and without tourists there will be no income. Without income there will be fewer jobs, more unemployed people and poor people. Social and political problems that go with poverty will increase.

2. E.g.
   - Open-door policy for clients
   - Ensure that staff have a good appearance
   - Communicate clearly, understandably, etc.
   - Employ competent staff
   - Have a good complaints-handling procedure in place
   - Show consideration to tourists
   - Be consistent in service delivery
   - Have empathy with clients
   - Take care of the goods and services you deliver
   - Honour guarantees etc.

Activity 72: Communication lines

T3 SO3 LO4   **SB page 151**

Answers

1. First to his immediate manager; then up the line from there.
2. Everybody except Sue.
3. Poor service; loss of business.
4. To go and speak to his immediate boss.
5. Lay down and hold to clear lines of communication.

Activity 73: Prevent misunderstandings

T3 SO3 LO5   **SB page 155**

Answers

1. Individual answers, no formal assessment necessary. Groups can take turns to roleplay the scenarios in class. This will give them an opportunity to practice their communication skills. Other groups can provide feedback regarding better communication methods the groups can use for each scenario.

2. During the feedback students should make notes of how they can communicate better and prevent misunderstandings.

Activity 74: Misunderstandings

T3 SO3 LO6   **SB page 156**

Answers

Pairs will have different answers. No formal assessment necessary. Pairs can share their procedures with other pairs and make notes of additional ways in which to deal with the misunderstandings in the two scenarios.

Activity 75: An organogram

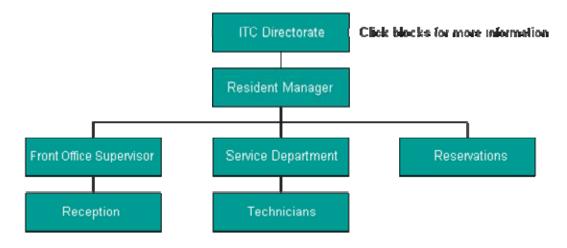T3 SO3 LO2, 4, 6   **SB page 156**

Answers

Students will have different answers depending on the organization, business or company they investigated. Remind students to place their answers in their portfolio.

1. Students must describe the role and functions of all three the following: colleagues, supervisor/s and manager/s.

2. An organogram explain who is employed by the organization and what their roles and responsibilities will be. The organogram shows who does what and to whom they report. E.g.

Organogram ITC International Hotel b.v.

(Source: http://www.itc.nl/international_hotel/organogram_iih.asp)

3. Students will outline different procedures of handling misunderstandings between a client and a staff member depending on the organization they investigated.

Activity 76: Summative assessment

T3 SO1-3   **SB page 157**

Answers

Students should use the information gained in chapter 5 (SB pages 118 – 156 and activities)to complete the summative assessment. Point out to them that the mark allocation at each question is an indication of the extent to which each question should be answered.

chapter 6   Culture and client care

Unit 15   South Africa's main international tourist groups

Activity 77: South Africa's main tourist groups

T3 SO4 LO1,   **SB page 163**

Answers

1. Local, African (majority are from Lesotho, Mozambique, Swaziland, Zimbabwe and Botswana), overseas (majority are from the UK, USA, Germany).
2. Lesotho (180 000), Mozambique (90 000), Swaziland (80 000), Zimbabwe (70 000), Botswana (50 000). Important that the students note that most of South Africa's foreign tourists come from Africa.
3. Follow StatSA, news, etc.

Activity 78: Investigate tourists' cultures and needs

T3 SO4 LO1, 2   **SB page 166**

Answers

1. Lesotho (180 000), Mozambique (90 000), Swaziland (80 000), Zimbabwe (70 000), Botswana (50 000, UK (25 000), USA (24 000), Germany (13 000).
2. Students will have different answers depending on which countries they choose for each region. They can present their information in a table using the following headings: Region, Country, language spoken, main religions, customs and traditions, food preferences, lifestyles and cultures, taboos or cultural requirements and most obvious needs.

Students can use the rubric on page 249 of the SB to assess their answers.

Unit 16   Communicating with tourists

Activity 79: Use non-verbal language

T3 SO5 LO1   **SB page 168**

Answers

Individual answers, no formal assessment necessary.

Lecturers can allocate 2-3 questions to a pair. Pairs can then demonstrate their non-verbal responses in class. Facilitate a class discussion on the effectiveness of the demonstrations and let students make suggestions on how to improve the responses.

Activity 80: Keywords

T3 SO5 LO 2   **SB page 171**

Answers

1. Individual answers depending on the country and language the groups select. No formal assessment necessary.

   2. Students can structure their answer as follows:

Country:	
Language:	
Key words	English meaning

Unit 17   South Africa's main population groups

Activity 81: Respect different cultures

T3 SO8 LO1   **SB page 173**

Answers

1-3. Individual answers, no formal assessment necessary.
4. Groups can use the checklist on page 250 of the SB to help them prepare their presentations.

Activity 82: South Africa's main population groups

T3 SO6 LO1   **SB page 175**

Answers

Individual answers, no formal assessment necessary.

Students can structure their answer as follows:

Province	Main cultural groups	Language each group speaks	How many people live in the province?	How many peope met and the languages they speak
Gauteng				
KwaZulu Natal				
Western Cape				
Eastern Cape				
North West				
Northern Cape				
Limpopo				
Mpumalanga				
Freestate				

Activity 83: Proud to be South African

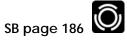T3 SO6 LO 2   **SB page 176**

Answers

Individual answers, no formal assessment necessary.

Activity 84: Holy days

T3 SO6 LO2   **SB page 186**

Answers

Students can summarise their answers as follows:

Holy day	Meaning	Current date	Will wish the person for example:
Christmas	Birth of Christ	25 December	Merry or blessed Christmas
Ramadan	Cleansing fast period	Ramadan lasts from September 13 to October 13 in 2007	Happy Ramadan
Diwali	Festival of lights	Falls generally in the months of October or November	Happy Diwali
Yom Kippur	Day of atonement	21(sundown) -22 (at night) September 2007	Blessed Yom Kippur

Activity 85: Cultural norms and differences

T3 SO8 LO 2, 3   **SB page 189**

Answers

Individual answers, no formal assessment necessary.

Groups can share their information with the rest of the class during a feedback session.

chapter 7   Client care

Unit 18   Cultural consideration

Activity 86: How will you deal with differences at work?

T3 SO7 LO1   **SB page 194**

Answers

Individual answers, assess on merit. Let groups share their ideas in class during a feedback session.

Activity 87: How will you take differences into consideration?

T3 SO7 LO   **SB page 196**

Answers

Individual answers, assess on merit.

Groups can use the checklist on page 250 of the SB to help them prepare their presentation.

Activity 88: A cultural day

T3 SO7 LO1   **SB page 196**

Answers

Each group will represent a different culture at the cultural day. Book a date in advance. Make sure the venue that is chosen for the cultural day exhibition is big enough. The rest of the college students can be invited to visit the exhibitions.

Students must make sure they include all 7 aspects listed on page 196 of the SB in their exhibition.

Groups can assess one another's exhibition using the checklist on page 196 of the SB.

Activity 89: Serving different cultures

T3 SO8 LO1, 2   **SB page 197**

Answers

Individual answers. Groups can use the checklist on page 250 of the SB to help them prepare their presentation.

Activity 90: Cultural needs

T3 SO8 LO1, 2   **SB page 198**

Answers

If time is a problem allocate 2-3 of the cultural groups in the case study to each group.

1. – 4. Individual answers.

5. Groups can use the checklist on page 250 of the SB to help them prepare their presentation.

Groups doing a poster presentation can be assessed with the rubric on page 39 of the LG.

Activity 91: Role-play resolving conflicts

T3 SO9 LO1, 2   **SB page 200**

Answers

Individual answers. Groups can use the checklist on page 250 of the SB to help them prepare their presentation.

Activity 92: Role-play different cultures

T3 SO9 LO1,2   **SB page 201**

Answers

Individual answers.

If time is a problem allocate two nationalities to each group. Allow groups to present their role-plays to the other groups.

Activity 93: Cultural differences at work

T3 SO9 LO3, SO10 LO1   **SB page 203**

Answers

Individual answers.

Unit 19   Service excellence

Activity 94: Losing regular clients

T3 SO11 LO1, 2   **SB page 208**

Answers

1. They thought the international clients could afford the higher prices.
2. International tourists.
3. They lost clients.
4. They tie you over during the off-season.
5. Her family was severely affected; life became very bad.

Activity 95: The unhappy worker

T3 SO11 LO1, 2   **SB page 210**

Answers

1. They will leave as soon as possible and not come back.
2. It is wonderful to have so many clients; we are never quiet. I wish we could have a steady stream of clients all year round!

Activity 96: Poor service

T3 SO11 LO3   **SB page 213**

Answers

1. and **2.** Individual answers based on student's own experiences of bad or poor service.
3. See list in Student's Book on p. 213.

Activity 97: Say sorry

T3 SO11 LO4   **SB page 215**

Answers

1. Each pair will role-play a different way to apologise.

2. Pairs can use the checklist on page 250 of the SB to help them prepare their presentation

Activity 98: What is wrong?

T3 SO11 LO4   **SB page 216**

Answers

Individual answers. Students can for example write the following:
Cartoon 1: Sorry sir. Give me a minute and I will bring you a glass of lemonade.
Cartoon 2: My apologies sir. I will go and check how much longer your food will be.
Cartoon 3: Let me just wipe my hands sir then I will assist you with your complaint.

Allow students to share their ideas in class and let the class select the most professional response.

Activity 99: Answer the phone

T3 SO11 LO4   **SB page 216**

Answers

Each pair will role-play a different scenario. Let the class choose the best one and let them write it in their workbook.

Activity 100: Responding to complaints

T3 SO11 LO4   **SB page 219**

Answers

lPairs will have different answers.

Activity 101: Keep it confidential

T3 SO11 LO5, 6   **SB page 220**

Answers

Students must use the information on pages 219 and 220 of the SB to answer questions 1-3.

Activity 102: The need for feedback

T3 SO11 LO7   **SB page 222**

Answers

Individual answers.

2. The feedback and complaints listed on page 221 and 222 of the SB will help them to; improve the product they provide, expand their business, cater for more tourist's needs, deliver a better quality service, keep in touch with new trends, stay ahead of the competition.
3. E.g. Provide accommodation in cultural huts, train tour guides in local cultural aspects, provide improved safety precautions, provide mosquito nets, clean facilities more regularly, install safes at the accommodation facilities, play local music when traveling, improve rates on diving equipment, provide healthy food, etc.
4. Give a clear time limit on the speech the students have to prepare. Any of the assessmenr rubrics on pages 31, 33-35 of the LG can be used to assess the speeches.

Activity 103: Develop empathy

T3 SO11 LO8   **SB page 223**

Answers

Pairs will have different answers. They can share their ideas during a feedback session in class.

Activity 104: Anticipate needs

T3 SO11 LO8   **SB page 223**

Answers

Individual answers. Students can share their ideas during a feedback session in class.

Activity 105: Greet clients appropriately

T3 SO11 LO9   **SB page 226**

Answers

1. Lecturers can allocate 1-2 categories to each pair to role-play. Let pairs role-play their greeting of clients in class.
2. Students can make notes while all the pairs role-play their greetings.
3. Pairs much choose a specific company for which they will write their greeting policy.
4. Pairs will have different presentations. The assessment rubric on page 39 of the LG can be used to assess poster presentations.

Activity 106: A rationale

T3 SO11 LO1-9   **SB page 227**

Answers

Each student's rationale will be different. Make sure students use the guidelines on how to write a rationale in appendix 2 of the SB (page 245). Students can assess themselves by using the checklist on page 227 of the SB.

Unit 20   Serious complaints

Activity 107: Deal directly or refer complaints

T3 SO12 LO1, 2   **SB page 229**

Answers

1. e
2. f

3. h
4. a
5. c
6. e
7. d
8. g

Activity 108: When and why to deal directly or to refer

T3 SO12 LO1, 2   **SB page 229**

Answers

1. Groups will role-play the scenario differently. Make sure they deal with both issues in their role-play.
2. Groups will have different reasons why they will deal directly or refer a complaint.
3. Each group's summary will be different. Give clear instructions to students how long the summary should be. Allow time for groups to share their ideas in class. The rubric on page 37 of the LG can be used to assess the summary.

Activity 109: Follow up on complaints

T3 SO12 LO3   **SB page 231**

Answers

Pairs will have different answers. Let different pairs share their follow up ideas in class and make changes where needed.

Unit 21   Learn from your actions to improve client care

Activity 110: Promoting establishment services 1

T3 SO13 LO1   **SB page 234**

Groups will have different answers to question 1-7 and 9. Each group will role-play the conversation between the receptionist, manager and client differently. Allow time for feedback in class on the questions and the role-play.

Activity 111: Promoting establishment services 2

T3 SO13 LO1   **SB page 234**

Groups will have different answers to question 1, 2, 4 and 5. Each group will role-play the conversation between the waiter and client differently. Allow time for feedback in class on the questions and the role-play.

Activity 112: Promoting establishment services 3

T3 SO13 LO1   **SB page 236**

Groups will have different answers. Possible answers students can give are:

1. Their staff was well trained, friendly, informative,aware, sensitive and ready to please tourists
2. Staff tried to please the tourist, staff went that bit further to make sure the tourist had a good time
3. To go that bit further when doing something for a tourist, not only doing what had to be done (the bare minimum)
4. Yes, the client was happy with the service
5. Good service delivery by the staff in the different sections (waiter, security guards, cleaner, hairdresser, receptionist and bartender) all worked together to provide good establishment service.

Activity 113: The importance of client care

T3 SO13 LO2   **SB page 238**

Pairs will have different answers depending on which service field they chose. Poster presentations can be assessed with the rubric on page 39 of the LG. Students can use the checklist on page 250 of the SB to help them prepare for their presentations.

Activity 114: Improve client care in a particular context

T3 SO13 LO3   **SB page 241**

Groups will have different answers depending on which service they chose. Groups can use the checklist on page 250 of the SB to help them prepare for their presentations.

Science of tourism

chapter 1   The market environment and tourism

Unit 1 The macromarket environment and a business

Activity 1: How does HIV/Aids affect tourism businesses?

T1 SO1 LO1, 2   **SB page 14**

Answers

a. **i)** Increased absenteeism because of employees' sickness, caring for ill relatives and preparing for and attending funerals of family members and friends.
   ii) Higher staff turnover owing to death and illness.
   iii) More time spent on training new employees rather than on company outputs.
   iv) Lower staff morale and poor continuity in the workplace owing to illness, suffering and loss of colleagues, friends and family.
   v) Profitability decreases as costs increase directly because of employees falling sick (their work may have to be done by temporary staff); companies have to bear the rising cost of health insurance, sick leave and funeral benefits, as well as the increased costs of recruiting and training new staff; new staff members will not be able to work as quickly and efficiently as experienced staff, which also reduces productivity.
   vi) Declining markets mean more competition for fewer clients.
   vii) Profitability decreases indirectly because the economy as a whole declines; the increasing impact of HIV/Aids deters investment and decreases output which brings in less foreign exchange; the overall demand for goods and services decreases; companies have to become less dependent on their consumer base in an industry which relies almost exclusively on people; failure to meet production targets or service levels owing to a reduced or inexperienced work force; consumers who have to spend more money on health costs, and who run the risk of losing their income when an employee has a serious chronic illness, will not have as much disposable income to spend on tourism-related activities.
b. **i)** Lower profitability results in less money available for expanding a business.
   ii) A growing business often requires more staff; the pool of both experienced and inexperienced potential employees is decreasing, making it harder for a business to find suitable staff.
   iii) A business needs an increased client base or an existing client base that is willing to spend more on its services or products; with a drop in the size of the new client base, and reduced disposable income in the existing client base,

the business will have difficulty in finding a larger market for its goods and services.

c.   A slowing in the national economy owing to HIV/Aids will affect all sectors of the economy, particularly the service industry (which includes tourism).

d.   Tourism will decrease through tourists' fear of contracting the disease; the client base will decrease; the appropriately trained labour force will decrease; clients may be lost to countries that are perceived as being safer to visit.

e.The tourism business cannot control whether employees get HIV/AIDS but they can manage it by making sure their employees made aware of their status, encouraged to live a healthy and responsible life style etc.

f. Management must regularly keep staff up to date with new information on the disease and on ways to deal with HIV/Aids-related situations; management must have an intelligent, open and sympathetic policy regarding workers who are infected or who have family who are infected; training courses should be run to teach people as much as possible about hygiene and safe handling of foods or materials; management must provide the means (e.g. gloves, masks) for the safety of both clients and workers; management must monitor employees' working habits consistently and give constructive feedback to ensure that they understand and practice safe and hygienic methods in their work; new and temporary staff members must be fully informed and trained in the company's health measures.

Activity 2: 'Red tape' in the tourism industry

T1 SO1 LO1   **SB page 18**

Answers

a.   Red tape is the term used to describe excessive bureaucracy or adherence to formalities.

b. i)   Tourism businesses use the support and security provided by the public sector.

ii)   They operate under the laws and regulations of the country.

iii)   They need the legal and financial environments within which they operate to be stable, and only government can bring about this.

iv)   Government needs to issue licenses (e.g. for alcohol consumption, casinos, transportation) and permits for public carriers (taxis, buses and other forms of transport etc.) to protect the safety of the consumer and to control illegal and potentially harmful practices.

v)   Government needs to give planning permission for the building of structures that will be used to house, feed or entertain members of the public, and local authorities need to inspect such premises to ensure that the structures are built to the required standards of safety and hygiene.

vi)   Government, in the form of health inspectors, need to be able to inspect premises to ensure that safe and hygienic practices are being used in order to protect customers.

vii) Governments need to control the tourism industry in order to ensure that the country does not get a bad reputation among either its own citizens, or among foreign visitors, as this would lead to a decline in tourism and would be a major blow to the national economy, particularly as tourism is a major money spinner in any economy, and brings in much needed foreign exchange, improving the balance of payments.

viii)   Government has a vested interest in ensuring that its tourism sector is highly thought of as it is the part of the economy that deals most directly with foreigners and on one of the largest scales. A country's image can be made or broken by tourists' experiences, and this is too important a matter to be left to chance.

c.   Smaller businesses do not have sufficient staff to cope with ensuring that government regulations and laws are constantly and adequately fulfilled. They also do not have the manpower or the know-how to deal with requirements relating to the ins and outs of labour legislation, and the education and training of staff as laid down by the SETAs.

d. i) The business could fail to be profitable and could cease to operate.

ii)   The operator could decide to go into another type of business which was less bogged down in red tape.

iii) The operator could decide to avoid or evade the red tape in order to make a profit, and hope that he or she would not be caught out.

iv)   New entrepreneurs might be put off going into tourism and might opt to open another kind of business instead.

v)   Tourism-related enterprises could decrease in number, which would negatively affect the entire tourism industry in the country.

Lecturer can compile a checklist with which students can check their work.

Activity 3: Project

T1 SO1 LO1   **SB page19**

Answers

This activity will have individual answers, since the experience of local tourism businesses will vary from place to place and according to the nature of the enterprise.

Activity 4: Analyse a tourism business

T1 SO1 LO1   SB page 19

Answers

This activity will have a variety of answers, since local tourism businesses will vary in nature from place to place and students have a wide range of types of business from which to choose. However ensure that the students include all six elements of the macroenvironment in their report namely the physical, economic, political, social, legal and technological environments. Give clear guidelines as to how long the report should be and what the structure should be.

Unit 2 The market environment and a business

Activity 5: Consumers and the tourism business

T1 SO1 LO 2   SB page 23

Answers

1. No, the information is aimed at a wide range of potential clients:
    *   People travelling on tour buses with guides (tours of the Drakensburg etc.)
    *   People travelling either alone, in pairs or in small numbers (backpackers)
    *   People interested in culture and history (Venda Art route, Soweto, Cape Heritage Route)
    *   People interested in pleasure resorts (Sun City)
    *   People interested in green issues and nature (Whale watching; Namaqualand; Kruger National Park, St Lucia wetlands, the Maluti mountains)
    *   People interested in urban experiences (vibrant cities and thrilling townships)
    *   People of various ages can enjoy any of these activities
    *   People who want to stay in upmarket hotels (Sun City) or in more modest accommodation (backpackers)
    *   The statement '…to suit any holiday of your choice'.
2. Review the list above, which contains many of the answers to this question, and also consider the following:
    Income: From affluent, through middle income, to modest income (*See* range of accommodation and various means of travel mentioned above.)
    Age: People of any age and degree of mobility, including the disabled, can find something to attract them, as there are various modes of transport implicit in the destinations (buses and rental vehicles to backpacking) and types of accommodation (luxurious to simple).

Interests: Culture, history, ancestor research, prime environmental locations, interaction with nature, gambling, restaurants, indigenous art, etc.

Cultural needs: people with special dietary needs will obviously be catered for at the major tourist destinations; people of other languages will find staff who can speak their language at major destinations; people with religious needs would be able to research this aspect and find destinations that would suit them.

Preferred destinations: Some of the destinations referred to in the website are internationally known, such as the Kruger National Park, others are less well known, and there is also room for travelling as a backpacker and finding out your own interesting destinations.

Accommodation: This ranges from the luxurious to the humble. (*See* the answer to Question 1 above.)

Ways of travel: Touring coaches, rental cars, planes, trains, boats, on foot.

3. Accommodation establishments (hotels, B&Bs, hostels)

Restaurants and other eating establishments

Tour guides and operators, including game guides,

Destination activities (e.g. boating, ballooning, mountain climbing, lessons in painting or photography)

Rental vehicles with good pick up and drop off facilities not necessarily in the same town

Tourist information sources, booksellers stocking local books and information, map shops,

Shops or other enterprises providing specialised equipment or instruction or experiences: (e.g. surfboard hire, skiing, fishing, diving instructors, viewing sharks from cages, hang-gliding operators, etc. and so on).

4. It is essential to know your clients and their needs and tastes in order to be able to fulfil those needs as far as possible; to tailor your product or service to meet these particular needs and tastes; to make the client feel valued; to avoid giving offence or causing distress or fear or distaste, and to give the client such a pleasurable experience that they want to return both to your country and you.

Activity 6: Suppliers and competitors

T1 SO1 LO2   **SB page 27**

Answers

Answers will vary according to the nature of the tourism business chosen by the students, however, here is an example of how this question should be dealt with, using a restaurant in a tourist destination such as the Victoria and Alfred Waterfront in Cape Town, or Monte Casino in Gauteng Province.

1. *Competitors*: Hotels and other restaurants in the same complex or vicinity.

Threats: Competitors may have more attractive premises, better locations, better food, better menus, better chefs, higher profiles for one reason or another (e.g. a celebrity ate here), larger premises capable of accommodating more customers, better marketing strategies, wider publicity (on TV or the Internet); the competitors may be part of a chain or group with large financial resources; they may have been able to do deals with tour operators to bring in coachloads of people at a time; and so on.

Opportunities: The restaurant may have a unique trading position; it may have a high profile chef; it may cater to a niche market which is attracted in sufficient numbers to the vicinity or the restaurant itself; it may offer a unique or highly attractive menu; it may produce such good food that it becomes a tourist destination in itself; it may be able to outshine its competitors in terms of a wonderful wine list, superbly trained and skilled staff; it may be able to cope with complex dietary requirements; it may have excellent facilities for people with special needs (the disabled, parents with children and babies); it may offer additional services such as banqueting facilities for large parties, or partnership with a drink-and-don't-drive company who will take care of transporting the customers to and from the restaurant. It may also have excellent publicity and marketing capabilities that serve to make sure that its name is seen and remembered both nationally and internationally.

2. *Suppliers and the resources they provide*
   Butcher: meat; fishmonger: fish; fruit and vegetable merchants: fresh fruit, vegetables and herbs.
   Specialist companies: providing frozen foods such as frozen vegetables, fish, meat
   Dry goods merchants: staple foods/ingredients: dry goods, spices, etc.
   Individuals or small businesses such as bakeries: supply prepared foods such as bread and desserts
   Alcohol: liquor retailers and wholesalers; wine estates
   Laundry services: clean table linen and staff uniforms
   Florists and flower wholesalers: fresh flowers
   Cleaning suppliers: detergents etc.
   Pest and rodent exterminators: regular or occasional fumigation
   Printers: Printing of business cards, menus and office stationery
   Staff recruitment/employment agencies: permanent or temporary staff.

3. 'Specific changes in the market environment' refers to any changes that may occur in any aspect of the business environment that may cause customers either to come to your business in greater numbers, or to stay away. There are many such changes that can be mentioned; here are a few examples:
   Change in the exchange rate: If a host country's currency changes dramatically in relation to the visitor's country's currency, it may make the visitor put off a trip, if it is now much more expensive to visit that country, or it may attract more visitors if the visitor feels that they can get much more value for their money.
   Outbreaks of war, disease or other threats to health usually have a major negative impact on tourism in the country affected: An excellent example of

this is when Chernobyl happened in the mid-1980s, Britain and Europe lost huge amounts of tourist income because Americans cancelled bookings through fear of increased levels of radiation drifting on the wind from Russia.
An international event: Events such as the Olympic Games draw unusually large numbers of tourists to any destination where they are being held, which is one reason why countries vie for the honour of hosting the Games. South Africa is hoping that by hosting 2010 the results will impact beneficially on her tourism industry.

Unit 3 The influence of the microenvironment on a business

Activity 7: Formulate a mission statement

T1 SO1 LO3   **SB page 31**

Answers

a. Mission statements will obviously differ according to the type of business and the entrepreneur or management team. However, it should include answers to the following key questions:
a. what the business hopes to achieve
b. how it intends to achieve this
c. who its intended customers are
d. which of its customers/clients needs it intends to satisfy
e. how it intends to satisfy its customers/clients needs.
It must not be too general or too specific.

Here is an example of how the first entrepreneur might write her mission statement.

Kwamashu Township Tours

We aim to provide visitors to Durban with a unique opportunity to meet the people and experience the culture of the inhabitants of Kwamashu.
We aim to provide a variety of local experiences that will give the client a better insight into many aspects of community life in this part of the world.
We hope that our clients will be South Africans as well as visitors from other countries, and that their experiences will create new friendships between people.
We offer tours by minibus, as well as walking tours, depending on the needs and interests of the clients.
We will gladly tailor our tours to meet clients' requests wherever possible.

b. Once the pairs have formulated the the three mission statements they must discuss amongst themselves the effect the mission statement and objectives can have on each of the three business.

c. Once all the pairs have compiled their three mission statements provide time in the class so that some of the students can present their mission statements to the rest of the class. Give a clear time indication for the presentations and allow for discussion afterwards.

If the lecturer chooses to assess the presentation he/she can make use of rubrics 8 and 10 on pages 31 and 33 of the LG. Should the lecturer want the students to assess their oral presentation themselves he/she can provide the student with the checklist on page 35 of the LG.

Activity 8: Impact of strikes on business

T1 SO1 LO3   **SB page 35**

Answers

a. The hospitality and tourism industry, like, for example, hospitals, are continuous service providers, in other words: they cater to the needs of their clients 24 hours a day, 7 days a week, 365 days a year. They do not operate like shops and offices, which have set business hours, and which close up at the end of a working day. Furthermore, Sundays and public holidays are normal working days for the hospitality industry, as they are for hospitals and other continuous service providers.

b. Activities involving striking employees would grind to a halt. The company would be obliged to suspend many of its services to clients. It would not only lose business (and therefore profits), but it would also alienate customers, who are not interested in a company's internal disputes, but simply expect and demand the level of service that they have been promised, at all times and under almost all circumstances.

c. Any other tourism business that employed members of Saccawu might also be affected if their employees who were members of Saccawu were to strike in sympathy.
Suppliers might find that orders dropped during the period of the strike, leading to loss of business and therefore profits for their enterprise.
Service providers such as transport businesses who had close links with Sun International might find that they suffered losses owing to customers going to other hotels and using their transport.
Future bookings might be jeopardised if it was felt or perceived that the problem might be an ongoing one, or one that was not adequately resolved.

d. Four hundred flights had to be cancelled, causing a major backlog.
British Airways was forced to pay accommodation expenses for passengers to be put up at hotels.

A major administrative and technical load was put on British Airways staff to clear up the backlog, reschedule flights, reschedule aeroplane inspections, handle claims for reimbursement from passengers, and so on. In addition, future passengers might be hesitant about booking with BA in case a similar disruption occurred.

e. Yes. Hotels benefited by additional customers staying over. Restaurant and other food outlets at the airport benefited from the increased demands for their products. Other small shops at the airport might have benefited from passengers buying magazines, books, sweets, cigarettes and other consumables to help while away the time.

f. Tourism businesses operating at the destinations to which the passengers had been travelling would have lost income, and therefore, profits, when their clients did not arrive on time. Transport businesses would have lost business as their customers also did not arrive. Other airlines and modes of transportation would have suffered losses from passengers who failed to arrive in time. When the passengers did, in fact arrive later, all of these businesses would have been put under increased pressure to accommodate them in addition to their normal clients.

Activity 9: Resources

T1 SO1 LO3   **SB page 36**

Answers

Individual answers, but here is an example of how a lack of one resource for example, using electricity (power supply) might impact on each of the four businesses in question.

a. a tour guide company: Tours to urban or built environments such as museums and art galleries may be unable to take place if there is a power outage in the area. Visitors would be unable to see displays. If, on the other hand, the tours were scheduled to visit natural resources such as game reserves, the lack of electricity should not be a problem.

b. a restaurant on the outskirts of a game reserve: The lack of electricity might not be a great problem in this type of business, as many of these restaurants in Africa rely on cooking facilities out of doors as part of their attraction. In addition, firelight and lamps are often the source of light preferred, unlike a city restaurant.

c. a curio shop: a conventional shop of any kind relies on electricity for lighting, computers and sometimes cash tills. A power outage would impact negatively on the business. If, however, the curio shop operates in an area where it is customary to display the wares outside in the daylight, it may have little effect, provided electricity is not needed to operate the tills.

d. a car rental company: While the car that is being rented does not rely on electricity, the fuel pumps at the local garage where the company will fill up the car before handing it over to the client do rely on electricity; in addition,

their computers, which contain all the booking and financial transaction details, rely on electricity, as does the credit card machine, without which you cannot rent a car. In this instance, the company is entirely dependent on electricity in order to function.

Activity 10: Research the consequences of the negative influence of the micro-environment on a business

T1 SO1 LO3   **SB page 36**

Answers will differ depending on which tourism business the student selected. Make sure student choose a variety of businesses. Give guidance to the students about how to do a professional interview and compile an interview questionnaire. Check students' questionnaires before they do their interviews and make sure they ask appropriate questions. Give clear guidelines as to how many pages the report should be and what should be included in the report.

The lecturer can use rubric 6 on pages 28 to 29 of the LB to assess student's research abilities.

chapter 2   Factors that influence tourism

Unit 4   The impact of the physical environment

Activity 11: Infrastructure and a tourism business

T1 SO2 LO1   **SB page 42**

Answers

a. *Picture 1: Problems*: Lack of transport infrastructure in the form of roads, small harbours, landing strips for light aircraft; no running water or electricity.

   Possible solutions: Get a local farmer or community to clear a site for a landing strip or a helipad that can take small aircraft or a helicopter.
   Get a local entrepreneur to provide either 4x4 rental vehicles or to provide transport (4x4, ponies, off-road motorcycles) to the area.
   Publicise the facilities as being natural and unspoilt: no running water, but good supplies of bottled water; no electricity, but old-fashioned (and romantic) candles and hurricane lamps.
   Provide a solar-powered source of electricity.
   Provide a wind-powered source of electricity.
   Provide a generator.
   Any other valid and creative methods of solving the problems.

   Picture 2: Problems: Excessive traffic in cities, blocking access routes to tourist destinations.
   Possible solutions: Use bus lanes if you have a minibus.
   Arrange departure and arrival times to and from tourist destinations in such a way as to avoid the peak hour congestion.
   Arrange your routes and activities in such a way that you will be travelling in the opposite direction from the bulk of the traffic during peak hours.

b. Answers will vary depending on where the students live. A student from a rural area could suggest that tar roads be build, running water be provided, etc. while a student from an urban area might feel that improved public transport services (trains, taxis and buses) would help to grow tourism in their area.

c. The three initiatives can be any of those discussed in b. Students need to give more specific information on each.

d. The impact of a lack of proper infrastructure on a tourism business can have both positive and negative effects.

Negative effects:

Consumers: Fewer people willing to visit the area because of the difficulty of getting there and of moving around in the area once they are there; certain types of tourists (e.g. the aged or the ill) may not visit the area because they are afraid of being unable to reach medical care in an emergency; increased bother for the service provider or the consumer in bringing in adequate stocks of necessities such as water; reluctance on the part of many consumers to do without mod cons such as hot and cold running water, modern sanitation etc.

Suppliers: Lack of adequate supplies; fresh fruit, vegetables, meat and fish cannot be kept fresh if there is no refrigeration; reliance on tinned and staple goods; lack of choice in the suppliers and supplies available; difficulty in meeting specialised needs even with plenty of warning; even basic supplies may be hard to come by, and may require special trips to the nearest large town, which increases the costs for the service provider.

Services: Services that you take for granted in a city will be unheard of in remote areas; emergency services in the event of sudden illness or accident may be hard to contact and may take a long time to arrive, putting the safety and health of the consumer in jeopardy, and even risk his or her life. Cellphones may not work in outlying areas; breakdowns in vehicles may lead to lengthy waits or long walks to the nearest farm or settlement, and even once you are there, you may not find the help you need.

Any other valid negative effects put forward by students.

Positive impacts:

Consumers: Such areas offer the possibility of catering to niche markets. Tourists may find the very lack of sophistication and mod cons a drawcard, particularly if they are interested in the natural environment.

Suppliers and services: If there is a perceived need for a product or a service, a local entrepreneur may come forth from the local community to provide it. This stimulates the local economy and benefits the individual, his or her family, and the community in which they live.

Activity 12: Business opportunities

T1 SO2 LO1   **SB page 43**

Answers

1. Individual answers.

2. Individual answers, but may include some of the following:

   a. Suppliers: Restaurants: See Activity 6 for examples of suppliers to restaurants
   Repeat the exercise for each of the other types of business mentioned, listing a few types of suppliers that each would use.
   Small manufacturing businesses would be producing new products – penguin memorabilia.

b. Customers: The area has drawn an increased number of tourists and visitors both local and international.

c. Services: Services have sprung up to meet customer needs: tour guides, restaurants and similar services, all of which required more staff.

Activity 13: Natural features in my area

T1 SO2 LO1   **SB page 43**

Answers

1. Students can put their information in a table for example:

Natural features in my area	Tourism activities
e.g. sea and beach	Swimming, tanning, fishing, surfing, etc.

2.Students should focus on what makes the specific feature special and unique to tourism. For example: the water is warm, days are mostly windstill, lots of fish in the area, etc.

3. Answers will differ depending on the natural features. For example a positive impact in the case of the sea and beach example can be that service industries like shops selling costumes, beach toys, fishing rods could be established.

Activity 14: Seasons, weather and tourism

T1 SO2 LO1   **SB page 44**

Answers

1. Students can put their information in a table for example:

Tourism business	Effect of weather and climate
e.g. boat trips	Stormy weather can prevent trips from taking place. Pre-booked trips have to be refunded etc.

.
2. Answers will differ depending on which business is selected. For example a business that is dependent on good, sunny weather will have their in-season period in summer (more tourists/customers, bigger demand for suppliers to provide products and increased demand on service providers) and out of season period in winter (less tourists/customers, less demand for suppliers to provide products and decrease in demand from service providers). However a ski-resort will just experience the opposite. The ski-resort is dependent on snow for its business and will have its in-season period in winter and its out of season period in summer.

Activity 15: Natural events and tourism

T1 SO2 LO1   SB page 50

Answers

1. Ballito, a resort north of Durban.
2. Relatively little negative impact: a few cancellations outside Durban, and at a few B&Bs at Ballito; any businesses operating on the beach at Ballito and from other beaches that were closed would be unable to conduct their trading activities as the public was banned from those areas. Businesses in other areas and on other beaches may have seen some increase in trading.
3. The answer may look something like this:
   The storm in Kwa-Zulu Natal was localised and caused relatively little disruption. The damage could be easily rectified. The tsunami in Thailand was extensive, and its results were devastating in terms of loss of life, destruction of infrastructure and buildings, total annihilation of inhabitants' possessions and means of employment. The only upside is the entrepreneurs who have begun to conduct disaster tours visiting the areas worst hit. The entire region will take a great deal of money and quite some time to rebuild both the infrastructure and the economy.
4. Tsunami: A long high undulation or series of undulations of the surface of the sea caused by an earthquake or similar underwater disturbance, travelling at great speed and in shallow waters often building up enough height and force to flood the land. Also called *seismic sea-wave*, *tidal wave*.

   Tropical cyclone: a localised, very intense cyclone that forms over tropical oceans with winds of hurricane force

   Levee: An embankment built to prevent the overflow of a river

5. Depending on the students research their answers will differ. They should however make mention of the following. Tropical storms were initially given names to eliminate confusion when there are multiple systems in any individual basin at the same time which assists in warning people of the coming storm. A tropical cyclone can retain its name throughout its life; however, under special circumstances, tropical cyclones may be renamed while active. These names are taken from lists which vary from region to region and are drafted a few years ahead of time. The lists are decided upon, depending on the regions, either by committees of the World Meteorological Organization (called primarily to discuss many other issues), or by national weather offices involved in the forecasting of the storms. Each year, the names of particularly destructive storms (if there are any) are "retired" and new names are chosen to take their place.
6. Students can list their answers in table format e.g.:

Long term affects	Short term affects
Destruction of infrastructure (roads, phone lines, etc) Unstable ground Drop in revenue etc.	Damage to replacable resources such as furniture Airports temporalily closed Hotels temporalily closed etc.

7. Individual answers: assess on merit. Answers could include some of the following: lack of infrastructure (water, electricity, accommodation, food, transport, difficulty of access); fear of disease owing to lack of clean water etc.; not a pleasant experience (visiting a disaster area particularly where people and animals have died and homes have been totally destroyed); etc.
8. Individual answers: assess on merit. Answers could include: lack of financial resources (operating capital) to ride out the bad times; lack of capital to rebuild.
9. Answers will differ and can include suggestions like, establishing volunteer groups to rebuild businesses, marketing more affordable tour packages to the region etc.

Activity 16: Research a current event

T1 SO2 LO1   **SB page 50**

Answers

Individual answers. Make sure the students consult a variety of sources during their research. Check that they have:
- Described the impact of the selected current event on tourism businesses (suppliers, customers, services);
- Made suggestions how to help the tourism trade, and
- Make a comparison between media reports in a table format

Lecturer can use the rubrics on page 28 and 32 of the LG to assess the student's research project and processes.

Activity 17: Tourism opportunities

T1 SO2 LO1   **SB page 51**

Answers

Individual answers; may include some of the following:
a. Transport to and from the attraction; curio and similar shops or small businesses offering mementos; fast foods; restaurants near or at the attraction; tours.
b. Cable car ride, walking / hiking routes, rock climbing, etc.
c. Tourist information centres, travel agencies, tour group operators, etc.

Activity 18: Business opportunities in the Drakensberg

T1 SO2 LO2   **SB page 54**

Answers

a. A three-hour guided hike; riding and horseback safaris; battlefield tours (not actually mentioned *per se*, but they are very popular in the area); ballooning; 4x4 journeys up the Sani Pass into Lesotho; white-water rafting; river rafting; canoeing; beauty centres; health spas; day spas; arts and crafts; cheese-making; helicopter rides; mountain-bike hire (implied); microlight hire (implied); paragliding (instructors and equipment hire); restaurants; quad bike hire(implied); cultural tours.
b. Individual answers from each group can include organized tours to the Battlefields, craft centre, etc.
c. Student's reports must focus on the ideas they brainstormed in question b. Give clear guidelines as to how long the report should be. Emphasise to the learners that they should focus on the threats that the physical environment can have on their proposed businesses.

Unit 5 Events that can affect tourism

Activity 19: The Iraq war

T1 SO3 LO1   **SB page 61**

Answers

1.   Make sure the students have marked the following places: Egypt, Tunisia, Marrakech, Kenya, Tanzania, Mombasa, Zanzibar, Mauritius, Senegal, Ivory Coast Make sure the world map is clear, has a scale, key and heading.
2. Decrease in reservations in Iraq; major reduction of hotel reservations in North Africa; drop in foreign visitors to Tunisia, having a negative impact on economic growth; a decline in tourism in Morocco; a drop in both travel and hotel bookings in Kenya and Tanzania because of warnings against travel; decrease in bookings in Cape Skirring, Senegal; cancellations in Zanzibar and Tanzania; a drop in hotel reservations and tourist arrivals in Mauritius.
3. Egypt – hotel occupancy dropped
   Tunisia – foreign tourist numbers dropped
   Marrakech – drop in tourist numbers
   Kenya - Bookings dropped
   Tanzania – Bookings dropped
   Mombasa – Hotel bookings dropped, flight bookings decreased
   Zanzibar – Cancellations of visits

Mauritius – Hotel reservations and tourist arrivals dropped
Senegal – Tourist arrivals dropped
Ivory Coast - Tourist arrivals dropped

4. Possible positive impacts: Fewer South Africans travelling abroad for leisure: this might encourage locals to travel within South Africa; foreign visitors wishing to travel abroad may choose to visit South Africa as it is far from the scene of the war.

Activity 20: The Zimbabwe crisis and regional tourism

T1 SO3 LO2   **SB page 65**

Answers

a. Zambia, South Africa, Botswana, Mozambique.
b. Invasions of commercial farms by war veterans; violence before elections; fuel and foreign currency shortages; the group of ex-combatants who harassed tourists at Victoria Falls.
c. Individual groups' answers may include some or all of the following:
  - A major negative impact on the economy and the tourism sector in general
  - Direct: increased unemployment through job losses in the tourism sector and indirectly through failure of enterprises dependent on the tourist trade such as suppliers and service providers
  - Reduced willingness both within and beyond Zimbabwe's border to invest in the country, leading to a reduction in economic activity and opportunity and increasing hardship for the poor in Zimbabwe
  - Reduced foreign exchange leading to poorer balance of payments
  - Harm done to Zimbabwe's international image as a desirable and safe tourist destination, which will take time and effort to overcome.
d. Botswana has been badly affected (a 1% drop in GDP) because of its proximity to Zimbabwe: tourism, industry and agriculture are all negatively affected; it has also had to cope with immigrants fleeing Zimbabwe, placing a strain on its economic resources.
Zambia has benefited in that tourists have moved en bloc to their side of the border because it is regarded as being more peaceful and safer, even though the infrastructure is not as developed.
e. Zambia appears to be safer, and appears to be trying to 'put itself on its own feet'; it shares the international tourist attraction – the Victoria Falls – with Zimbabwe; new hotels and businesses are springing up in response to the increased demand; work is being done to extend the runway of the airport at Livingstone, improving access to the area.
f. Tourists, particularly those from overseas, are afraid that the chaos in Zimbabwe will also render Botswana unsafe. They fail to perceive them as separate and different countries.

g. Positive impacts can be: South Africa will get the tourists that would have gone to Zimbabwe, overseas visitors will use SA tour operators to fly to Zambia and visit the Victoria falls.
    Negative impacts can be: Because Zimbabwe is South Africa's neighbouring country tourists might be worried that the problems will run over into SA and therefore choose not to visit SA.

Activity 21: SARS and the tourism industry

T1 SO3 LO2   **SB page 67**

Answers

a. SARS: severe acute respiratory syndrome: a flu-like disease.
    Terrorism: the systematic employment of violence and intimidation to coerce a government or community, especially into acceding to specific political demands
    Revenues: income.
b. Disease, political policies, crime and violence, social instability and terrorism.
c. No likelihood of the boom in the tourism industry that had been hoped for in China, Singapore, Hong Kong and Canada; panic over the disease throughout the world; tourism businesses across the world have experienced a further drop in revenue; air travel to the Far East has decreased significantly; the tourism industry in that part of the world stands to sustain huge losses.
d. Individual research. Make sure the world map is clear and has a header, scale and key. Check that the students have marked the appropriate destinations and routes on the map e.g China, Hong Kong, Singapore and Canada.
e. Transport (airlines); accommodation (hotels); tour operators and retailers.

Activity 22: HIV/Aids and tourism

T1 SO3 LO2   **SB page 68**

Answers

Students can find the Tourism and hospitality HIV/AIDS handbook at: http://www.theta.org.za/downloads/HIV_AIDS_HANDBOOK.pdf
a. The vast majority of businesses do not
    - provide training in respect of HIV/Aids
    - do not provide condoms in the workplace
    - do not make voluntary counselling and testing services available to employees
    - do not provide care services for infected employees
    - do not have a company HIV/Aids policy.
b. Individual research needs to be done by students. They should use current figures.

c. Because hospitality and tourism plays such an important role in
our country's economy (especially in terms of job creation), all companies in the
sector should be taking HIV/AIDS management very seriously. After all, you need to
reduce and control its impact on your business, and on the sector as a whole.
From research conducted in the hospitality sector, we know that:
• Overall, due to low levels of HIV/AIDS knowledge, there has been little change in
people's attitudes towards HIV/AIDS as well as their sexual practices and
behaviour.
• 75% of the employers in the hospitality sector do not have a person responsible
for managing HIV/AIDS in the workplace.
• 93% of businesses in the sector do not have a company HIV/AIDS policy.
• 92% of employers in the sector have not provided any HIV/AIDS related training
for their employees.
• 91% of employers do not provide condoms for employees.
• 99% of employers do not provide any form of care service for HIV positive
employees.
• Yet, 64% of the sector's employers believe that HIV/AIDS will impact negatively
on their business operations.

Besides increased costs, decreased productivity and a shrinking market, there are
many other issues that make HIV/AIDS a particular concern. These are:
• The risk of foreign tourists being so worried about South Africa's high HIV/AIDS
statistics that they decide not to visit our country.
• Holiday-makers often engage in more risky behaviour than when they are at
home this may include sexual promiscuity and/or increased alcohol/drug use and
abuse.
• Sex tourism is often seen as a factor that contributes to the spread of HIV/AIDS.
• International studies show that there are high levels of sexual activity between
tourism/hospitality employees and tourists – without practicing safe and protected
sex, your staff and guests risk HIV infection.
• Hospitality employees often encounter body fluids which may be HIV infected in
guest rooms.
• Tourism/hospitality employees may need to answer guests concerns about
HIV/AIDS.
• Employees need to know how to deal safely with injured guests and co-workers.
• More specifically employees need to understand how the HI Virus is and is not
spread.
Remember, you can't get HIV by sharing cutlery/crockery and toilets with an HIV
positive person, or if your food is prepared by a person who is HIV positive. But you
could get infected if you have unprotected sex.
d. Students will have individual answers. Some might feel the industry is ready and
others not. Ensure that students motivate their arguments.
e. The programme can for example help to educated tourists as well as
employees about HIV/AIDS.

f.   Answers should focus on all four the aspects in the LB page 68. For example it is important that the tourists be informed through pamphlets that they cannot get AIDS by using the same toilets as the loca communities.

g.   There are a number a ways in which you can contribute to the sector's fight against HIV/AIDS. These include:

• Extending HIV/AIDS programmes to small establishments or tour operators located in historically disadvantaged areas.

• Donating some Corporate Social Responsibility funds to small operators who cannot afford to action any HIV/AIDS programmes.

• Working as a co-op with other tourism and hospitality companies in your area and pooling resources to help SMME tourism enterprises.

h.Like many other business sectors, HIV/AIDS is shrinking the size of the tourism and hospitality market. Besides potential guests dying or being too ill to travel or go to restaurants etc, many households affected by HIV/AIDS are spending more on medical and health services and insurance. As a result, many households have less to spend on holidays and leisure activities and other luxuries.

Activity 23: Research HIV/Aids and a tourism business

T1 SO3 LO2   **SB page 69**

Answers

Students will have dfferent answers depending on the tourism business they visited. Make sure that you create an awareness and sensitivity in your students about HIV/AIDS before they go to businesses. Give pairs an opportunity to share their findings with the rest of the class.

Activity 24: Consequences of crime

T1 SO3 LO2   **SB page 70**

Answers

1.   That South Africa is rife with crime and therefore unsafe as a tourist destination.

2.   Negative reports usually impact negative and tourists will be hestitant to visit. Give students opportunity to state their opinion without being intimidated by other students. Make sure students validate their opinions.

3.   Negative reports usually impact negative on the industry. Give students opportunity to state their opinion without being intimidated by other students. Make sure students validate their opinions.

4.   Answers must be realistic and practical for example: alarms in rooms, secure parking, information flyers to inform tourists about unsafe areas, roads etc.

Activity 25: Research project

T1 SO3 LO2   **SB page 70**

Answers

Students will have dfferent answers depending on their two media reports. Make sure the students clearly state what the sociopolitical change is that the articles are focusing on and that they tabulate the differences between the two articles in a logic and understandable way.

chapter 3   A tourism business and the law

Unit 6   Labour legislation and a tourism business

Activity 26: How does this new law impact the industry?

T1 SO3 LO1-3   **SB page 77**

Answers

1. Close to 800 new laws affecting business have been passed since 1994 and countless regulations have been introduced so students will find that tourism businesses will mention a few e.g affrirmmative action, Black Economic Empowerment, Skills Development, etc.
2. Possible comments can be: The implementation of any law has costs. The costs can involve the compliance costs, which are borne by business, and the implementation costs, which are borne by government. For business, the cost of complying with legislation increases the transaction cost of doing business, which impedes productivity, competitiveness, job creation and economic growth. To the extent that all these costs form part of the operational costs of firms, they are passed on to consumers in the form of higher prices.

3. The comparison can bedone in a table format using the following headings:

Legislation aspect	Sectoral Determination	Basic Conditions of Employment Act
Working hours		
Wages		
Holidays and vacations		
Termination of employment		
Retrenchment		

Activity 27: Tourism skills

T1 SO3 LO3   **SB page 81**

Answers

a. The Skills Development Act.

b. South Africa has a major skills shortage; the tourism industry can only grow and improve its competitiveness if skills are developed.

c. Improve service delivery, improve competitiveness and help the industry to grow.

d. Answers will differ. Students will find out that specific skills development programmes are offered to employees to improve skills that are lacking in the company e.g. workshops, courses, seminars etc. These are presented by internal staff members or outside companies depending on the need of the company.

Activity 28: What was the impact?

T1 SO3 LO2-3   **SB page 84**

Answers

1. SANParks' refusal to bargain collectively with Hospersa about remuneration and conditions of service.
2. Students can agree or disagree. They should substantiate their point of view clearly.
3. Through sound labour relations.
4. Tourist camps, Tour operators, etc.
5. Visitors would probably decide not to visit these parks.
6. Tourism will be effected negatively on the one side. Camps were closed and took no bookings and people were leaving camping sites.
   Wanda Mkutshulwa said the strike had no impact and there was no disruptions of the running of the parks.
   6. Students should do research. They would have found out aspects such as:
      - "This strike has nothing to do with pay. That is a done deal and we have to live with it."
      - the strike would be suspended today for 14 days to allow management time to respond(http://www.busrep.co.za/index.php?fSectionId=559&fArticleId=3930853)

Activity 29: Exploring working conditions

T1 SO3 LO2-3   **SB page 85**

Answers

1. Individual answers. Make sure that students focus on the fact that the working conditions of the people providing the services to the tourist are not always fair for example, wages are below standard, working hours are unrealistic, housing facilities are bad, etc. Therefore it is encouraged that tour operators should support businesses that are fair to their emplyees.

2. The Labour Relations Act
   The Sectoral Determination for the hospitality sector
   The Basic Conditions of Employment Act
   The Occupational Health and Safety Act.

3. The labour legislation gives guidelines to businesses on how to treat their staff in a fair way for example; what their working hours and wages should be, how grievance of employees should be dealth with, the health and safety conditions of the employees, how affirmative action should be implemented in the business, skills training that should be provided, etc.

Activity 30: Investigate labour legislation in a tourism business

T1 SO3 LO2-3   **SB page 85**

Answers

Students' answers will differ depending on the two tourism businesses they selected. Make sure the students know how to conduct an interview in a professional way. Check their list of questions and make sure they focus on all 6 aspects listed in the SB on page 85. Allow groups to share their findings with the rest of the class. Groups focusing on similar businesses can make comparisons.

Lecturers can use the rubric on page 40 of the LG to assess student's interviewing skills.

chapter 4   Factors that affect the tourism industry

Unit 7 The influence of the economic environment on tourism businesses

Activity 31: Tourism and economic growth

T1 SO4 LO1   SB page 90

Answers

a. The improvement in the economy means that salaries will be better, rates will be down causing working individuals to have more money available after all necessary expenses has been taken off to spend on non essential goods such as tourism.

b. Depending what sources the students use they will find numerous definitions for example on the web the following are give:

- An increase in the nation's capacity to produce goods and services. www.accuitysolutions.com/rc-glossary.html

- Growth that occurs when increasing amounts of goods and services are produced over the long term; generally measured as GDP (gross domestic product) or GDP per capita and compared on a quarterly and annual basis. ... www.mdk12.org/mspp/vsc/social_studies/bygrade/glossary.shtml

- The increase over time in the capacity of an economy to produce goods and services and (ideally) to improve the well-being of its citizens. www-personal.umich.edu/~alandear/glossary/e.html

It is important that the students agree on the core elements of the definition and then compile a working definition for the class. Students should write this definition down in their workbook.

c. Demand for tourism is significantly correlated to disposable income and in the case of business tourism economic activity. Leisure tourism is thus largely dependant on individual's disposable income. If local economic growth is slow it follows that local growth of leisure tourism will also be slow. If international disposable income is growing (or real disposable income growing vis-à-vis a depreciating Rand) it is likely that demand for tourism will also be growing. As such,

if local growth is moderate, Johannesburg must look to foreign markets in order to increase leisure tourism at a rate greater than moderate growth.

Economic growth plays an even more important role in the demand for general business tourism. Business tourism is derived demand meaning that businesspersons travel to Johannesburg because of business opportunities not because they wish to be business tourists per se - i.e. they hope to consume an economic product not a tourist product. So for example, general business tourism to India and Vietnam have grown substantially over the past three years not because of any change in tourism strategy by the relevant authorities but because with their national economies growing at 8% per annum business opportunities drive international business tourism demand by the lure of making profits.

Groups must assess their group's understanding of the link between growth in the tourism business sector and economic growth using the checklist and rating scale on page 91 of the SB.

Activity 32: The effect of inflation on tourism business

T1 SO4 LO1-2 **SB page 93**

Answers

1. 2002
2. 2004
3. a. R296,05 X 5,7% = R16,87 ; R296,05 + R16,87 = R312,92
   b. R85,52 X 5.2% = R R4,44 ; R85,52 + R4,44 = R89,96
   c. R93,99 X 1,4% = R1,32; R93,99 + R1,32 = R95,30
   d. R23,00 X 6,9% = R1,59; R23,00 + R1,59 = R24,59
4. Goods and services prices will also go up.
5. Bus tour because it uses petrol or diesel and meals because the products used for meals will be transported from where they are produced.
6. Bead work because the direct impact of the fuel price will only be experienced by the seller of the product when maybe using transport to get to the point where the product is sold.
7. Individual answers.

Activity 33: Research

T1 SO4 LO3 **SB page 99**

Answers

Students' answers will differ depending on the two media reports on inflation that they selected. Make sure the students clearly and logically tabulate the differences in expectations of the influence of inflation on costs and services in the two reports.

Activity 34: Exchange rate and tourism

T1 SO4 LO1-2   **SB page 100**

Answers

1. It is summer and out of season for local tourists because schools are open for most part of this time so facilities are not as full.

2. A strong rand implies that the foreign visitor gets less rands for his/her dollar, euro, etc. Therefore the tourist will have less money to spend, buy less goods and services and businesses will thus make less money. Tourists tend to stay for shorter periods as well.

3. Students can structure their answer as follows:

Currencies	December 2001	10 November 2003	9 October 2007
US Dollar	R13,85	R7,00	R6,86
British pound	R20,08	R11,66	R13,92
Euro	R12, 47	R8,00	R9,63

4. A weak rand implies that the foreign visitor gets more rands for his/her dollar, euro, etc. Therefore the tourist will have more money to spend, can buy more goods and services and businesses will thus make more money. Tourists tend to stay for longer periods as well.

5. Individual answers e.g. entice tourists to stay longer by marketing good value for money packages, package a variety of goods and services (diversify) into a package so that more businesses benefit from one tourist, etc.

Unit 8 Technology and the tourism business sector

Activity 35: Surf the Net

T1 SO5 LO1   **SB page 104**

Answers

1. Individual answers. Let students share their information with the rest of the class, especially with those who does not have access to internet facilities.
2. Students must state the tourism business they focused on and report on the advantages websites have for this particular business. For example they can report that for a B&B it is an opportunity to show photo's of what their facilities look like so that the tourist can compare it with other similar establishments, price comparisons can be made by the tourist, etc.

Give clear instructions to the students regarding the length of the report.

Activity 36: Technology in the real world

T1 SO5 LO1-2   **SB page 107**

Answers

Individual answers. Students can structure their answers as follow:

Name of tourism business:

Kinds of technology	How does it help the business?	Negative aspects about using the technology
Computers		
Fax machines		
Telephone		
Etc.		

Activity 37: Research technology

T1 SO5 LO1, 2   **SB page 110**

Answers

Individual answers. Give clear guidelines as to how long the report should be as well as the presentation to the class. One member from each group can do the presentation. Lecturers can use the assessment rubrics on pages 31-34 to assess the presentations. Students can use the checklist on page 35 of the LG to self-assess their oral presentation.

Activity 38: Research e-commerce

T1 SO5 LO1, 2   **SB page 113**

Answers

Individual answers. Give clear guidelines as to how long the report should be as well as the presentation to the class. One member from each pair can do the presentation. Lecturers can use the assessment rubrics on pages 31-34 to assess the presentations. Students can use the checklist on page 35 of the LG to self-assess their oral presentation.

Activity 39: Brainstorm possibilities

T1 SO5 LO2   **SB page 117**

Answers

Individual answers. Individual answers. Give clear guidelines as to how long the presentation to the class should be. One member from each group can do the presentation. Lecturers can use the assessment rubrics on pages 31-34 to assess the presentations. Students can use the checklist on page 35 of the LG to self-assess their oral presentation.

Activity 40: New technology

T1 SO5 LO1, 2   **SB page 119**

Answers

a. 1999 – 14 million, this number will change yearly. Students should try and get up to date numbers.
b. Answers will differ. Students will find that there are number of responses on for example the internet regarding in-flight internet for example:
  - Boeing on Thursday scrapped its in-flight Internet service, saying there was insufficient demand. (August 2006)
  - Communications providers and airlines are preparing to offer wireless inflight Internet and other onboard connectivity services within the next year. Learning lessons from last year's disbanding of Connexion by Boeing, providers are developing solutions that they say are cheaper, lighter and easier to install, while airlines note inflight Internet remains an amenity they are clamoring to provide. (May 2007)
c. Individual answers. Students can mention aspects such as:
  - website marketing can be an effective marketing tool
  - accessibility of intangible products are made easier e.g. electronic ticketing etc.
  - E-commerce can enhance the services they provide
d. Individual answers.
e. Individual answers.
f. Individual answers.
g. Individual answers.
h. It will improve the management of facilities like the mini-bar, safe baour costs because housekeeping staff need not check minibars daily, room-charges can be kept up to date, cost savings on airconditiners etc. that are on when guests are out, etc.

Activity 41: A debate about technology

T1 SO5 LO2   **SB page 119**

Answers

Make sure that each group selects a representative for the debate. Ensure that students stick to the topic namely "Change in technology in the past year that had the most positive impact on the tourism industry".

Unit 9   Vulnerability of the tourism sectors to the macroenvironment

Activity 42: Tourism sectors

T1 SO5 LO3   **SB page 121**

Answers

Individual answers. Make sure that students have copied the points they want to add to the table on pages 122 and 123 of the SB into their workbook.

Unit 10   The macroenvironment and opportunities for a tourism business

Activity 43: Infrastructure in your local area

T1 SO5 LO4   **SB page 127**

Answers

1. Individual answers. Students must assess the state of all the infrastructure aspects listed on page 127 of the SB.
2. Individual answers. Students must assess the impact of the state of all the infrastructure aspects in question 1 on the tourism industry. For example good road networks make a destination and attractions accessible.
3. Individual answers. Students should identify possible problems with the infrastructure of their area and make practical suggestions how the problems can be addressed to ensure it can support tourism businesses in the area. For example if the quality of roads is a problem it can be suggested that roads be better maintained or even new roads be built.

Activity 44: Indaba 2005

T1 SO5 LO4   **SB page 129**

Answers

1. Individual answers. Assess on merit.
2. SA Tourism's aggressive promotion of Indaba 2005 to the global travel trade over a period of six months, which drew in double the number of new buyers than the previous year, as well as buyers from 10 new countries.
3. Tour operators and agents could buy packages from exhibitors.
4. SA Tourism.

Activity 45: Business opportunities

T1 SO5 LO4   **SB page 129**

Answers

Individual answers. Give clear guidelines to students on the length of the report and assessment guidelines that will be used to assess their reports.

chapter 5   Events and venues

Unit 11   Events, exhibitions and conferences

Activity 46: Find information

T2 SO1 LO1   SB page 135

Answers

Individual answers. Once students have completed their individual research they can share their information during a class feedback session. Students must summarise their information in a table format as indicated on page 135 of the SB:

Event name	Event category	Event venue	Source of information

Activity 47: Design a poster

T1 SO2 LO1   SB page 138

Answers

Individual answers. Students must consult the guidelines for making a poster on page 139 of the Student's Book. Student pairs can use the assessment rubric on page 39 of the LG to assess other pair's posters.

Unit 12   Venues

Activity 48: Investigate locations

T2 SO2 LO1   SB page 148

Answers

Students will have different locations depending on where they live. They should familiarize themselves with the table on pages 147 and 148 of the SB. Their answer should be tabelled in the same format at this.

Activity 49: Safety in your area

T1 SO1 LO1   **SB page 149**

Answers

Answers will differ depending on where students stay. They can mention things such as: quiet spots that should be avoided, areas that are known for hijackings and attacks and should be avoided, etc.

chapter 6   Getting around

Unit 13   Finding your way

Activity 50: Design a brochure

T2 SO3 LO1, 2   **SB page 154**

Answers

1. Answers will differ. Students can tabulate the information for their area as follows:

Tourist attractions	Hotels	Venues for events

Make sure they give the correct names.

2. Give clear guidelines as to how big and how many pages the brochure should have. Make sure the map students include in their brochure is clear and has a heading, scale and key. The icons they use must be appropriate for the landmarks and attractions they indicate. Compile an assessment tool for the brochure and give it to the students before they start their brochures.

Activity 51: How far is it?

T2 SO3 LO1   **SB page 156**

Answers

1. 1004 km
2. No information given regarding Plettenberg Bay in this table.
3. Individual answers

Activity 52: Give directions

T2 SO4 LO1   **SB page 156**

Answers

Individual answers. Assess on merit.

Activity 53: Write directions

T2 SO4 LO1   **SB page 157**

Answers

Individual answers. Assess on merit.

Activity 54: Find out about GPSs

T2 SO4 LO1   **SB page 159**

Answers

1. Individual answers. Students will find information on for example on the internet like that tells the tourist/user that a specific GPS model will; help them with detailed maps, provide automatic routing, turn-by-turn voice directions, and finger-touchscreen control—making it easy to find their way anywhere, and when not in use you they can tuck it into their pocket. Some other models have built-in European maps, and some others cell-phone bluetooth connectivity. Some models have very detailed street maps along with marked locations such as hotels, restaurants, gas stations, airports.

2. Individual answers. Students can mention aspects such as the street name where they are or their accommodation is located as well as street names of places to visit, like local museums and other attractions.

Activity 55: Communicating with clients

T2 SO4 LO1   **SB page 159**

Answers

1. Individual answers. Students can explain any route for example from the tourist information centre in Commercial road, museum in Longmarket street, etc. to the hotel on the corner of Chappel and Pietermaritz.
2. Different answers depending on location of student and college.

Activity 56: Avoid the traffic!

T2 SO3, LO1, SO 4 LO1   **SB page 160**

Answers

Individual answers. Students can organize the information for a tourist as follows:

Route number or road name	Times when traffic is heavy	Alternative route

Roads are in general busy during peak morning times when workers go to work and afternoons when they return from work. Routes past schools are usually also congested at certain times because parents are dropping children off or picking them up.

Unit 14   Renting a vehicle

Activity 57: Driving a rented vehicle

T2 SO5 LO1   **SB page 162**

Answers

The list should include aspects such as; be 23 years old, have a valid drivers licence/international driver's licence, credit card, ID document.

Activity 58: Cross-border travel

T2 SO5 LO2   **SB page 164**

Answers

Individual answers depending on which neighbouring country the student chooses. Make sure each student collect the necessary forms and fill them in. They can file it in their portfolio.

Activity 59: Find out about insurance

T2 SO5 LO3   **SB page 164**

Answers

Individual answers. Students must structure their answers as follows:

Rental conditions for cross-border traveling	Car rental company		
	1	2	3
Premiums			
Excess			
Other conditions			

Activity 60: Supplying information to clients

T2 SO5 LO1-3   **SB page 165**

Answers

Each student's pamphlet about renting vehicles in South Africa will be different. Make sure they adhere to the criteria for a good pamphlet and pay attention to layout, type of information included, etc. You can compile a checklist with which to assess the pamphlet of each pair.

Unit 15   Safety when traveling

Activity 61: Design a brochure

T2 SO6 LO1   **SB page 168**

Answers

Each group's brochure on safety will be different. Make sure they adhere to the criteria for a good brochure and pay attention to layout, type of information included, etc. You can compile a checklist with which to assess the brochure of each group.

Activity 62: Talk about the law

T2 SO6 LO2   **SB page 171**

Answers

Individual answers. Student should focus on the clarity of their explanations and make sure they cover all four aspects listed in the SB page 171.

Activity 63: Supply positive information

T1 SO6 LO2   **SB page 171**

Answers

Each group's brochure on safety, traffic rules and dangers of drinking and driving will be different. Make sure they adhere to the criteria for a good brochure and pay attention to layout, type of information included, etc. You can compile a checklist with which to assess the brochure of each group.

Activity 64: Can you improve?

T1 SO7 LO1   **SB page 172**

Answers

Group work. Lecturer needs to compile an evaluation form that the students can use to assess all the pamphlets and brochures with. It is important that students are made aware of what they did well in their pamphlets and brochures as well as where they made mistakes or can improve on in similar future assignments.

chapter 7   Event planning

Unit 16 planning an event

Activity 65: Plan an event

T2 SO8 LO1   **SB page 181**

Answers

Each group's summary will differ depending on the event they choose to organise. Students can use the example of a timeline for planning on pages 180 and 181 in the SB to guide them. Assess on merit.

Activity 66: Make a date!

T1 SO8 LO1   **SB page 182**

Answers

Each student will have a different memo depending on the type of meeting and the dates they choose. Make sure the students know how to write a memo. Assess each student's memo on merit.

Activity 67: Where will it be?

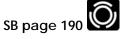T1 SO8 LO2,3   **SB page 185**

Answers

Each group will have different tables depending on the venues they choose for the activity they selected in activity 65. Make sure the tables contain information on availability, costs, services rendered and whether a deposit is required. Assess each groups table on merit.

Unit 17   Arranging a venue and catering

Activity 68: Choosing a venue

T1 SO9 LO1   **SB page 190**

Answers

Individual answers. Make sure that the student select a venue suitable to the event he/she selected. Reasons for their choise must be clear and motivated well.

Activity 69: Catering for all

T1 SO9 LO2   **SB page 193**

Answers

Individual answers. Students can summarise the dietry information for the 4 groups as follows:

Jews	Muslims	Diabetics	Woman allergic to shellfish

Activity 70: Draw up an agenda

T1 SO9 LO3   **SB page 195**

Answers

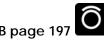Individual answers. Students can use the format on page 194 of the SB as a framework. Ensure that the students include at least five items on the agenda and breaks for tea and meals.

Activity 71: Draw up a checklist

T2 SO9 LO4   **SB page 197**

Answers

Individual answers. Students must use the checklist for planning an event on pages 195-197 and edit it to suit their event.

Unit 18   Arranging travel and accommodation

Activity 72: Case study

T2 SO10 LO1   **SB page 201**

Answers

1. Individual answers. Make sure the 5 delegates students create are different with a variety of needs and requests. Ensure that the case study is written well and is realistic.
2. Individual answers. Students can organize their table as follows:

Accommodation arrangements	Delegate 1	Delegate 2	Delegate 3	Delegate 4	Delegate 5
Type of room					
Internet/fax facilities					
Type of bed					
Room service					
Tea / Coffee service in room					
Etc.					

Activity 73: Transporting delegates

T2 SO10 LO2   **SB page 205**

Answers

Individual answers. Students can organize their table as follows:

Transport needs	Delegate 1	Delegate 2	Delegate 3	Delegate 4	Delegate 5
Type of transport needed					
Date					
Time					
Pick-up point					
Drop-off point					
Etc.					

Activity 74: Car rental arrangements

T2 SO10 LO3   **SB page 206**

Answers

Group answers will differ. Students should use the table on page 206 of the SB as the framework for their table. Make sure that they include all five the delegate's car rental information on the table.

Activity 75: Write a letter

T2 SO10 LO4   **SB page 206**

Answers

Individual answers. The letter must be in the correct format and contain all the information listed on page 206 of the SB. Ask the language lecturer for some examples of a notification letter. Compile a suitable assessment instrument for the letter. The language lecturer could help you with this as well.

Unit 19   Documentation

Activity 76: Write a memo

T2 SO11 LO1, 2   **SB page 208**

Answers

Individual answers. Provide the students with examples of memos. Ask the language lecturer for assistance if needed. Make sure that their memo focuses on informing organizers and attendees about the date by when all documentation and information must be with them.

Activity 77: Checklist to confirm bookings

T2 SO11 LO2,3   **SB page 209**

1. The table should have the following:
    - the bookings to be made
    - date by which they should be confirmed
    - name of the person who must confirm them
    - a checkbox showing whether this has been done.

2. A table should be compiled containing the information in the bulleted list on page 208 of the Student's Book. The table can be formatted to follow the example given on the same page and should contain the same information. (NOTE: It may be worth considering allowing for any additional information such as: the method used to communicate the information (letter, e-mail or fax), and a comments column.)
Copies should be made of all documents and forms received from participants. They should be filed in the appropriate manner. (NOTE: Any other persons who will be affected by the bookings should also be kept fully informed at all stages of the process.)

Activity 78: Overview

T2 SO6-11   **SB page 209**

Answers

Each student's answer will be different. Assess each assignment using criteria that focuses on the following aspects:
- application of knowledge of systematic and correct planning procedures
- use of checklists and tables
- creativity
- problem-solving ability.

chapter 8   Career opportunities in the tourism industry

Unit 20   Self-employment in tourism

Activity 79: Researching career opportunities

T3 SO1 LO1,2   **SB page 219**

Answers

1. Each group of four can represent their answers to the three questions differently, for example as a table, mind map, etc.
2. Each group should select someone to present their visual presentation to the rest of the class.
3. Groups can assess one anothers presentation using the assessment rubric you select from pages 31, 33-34, 41 in the LG.
4.   Students should edit their answers while other groups do their feedback.
Provide time in class to summarise the findings of all the groups.

Activity 80: Means of verifying information

T3 SO1 LO3   **SB page 222**

Answers

Individual answers. Student's tables can look as follows:

Means of communication to obtain information	Types of information sourced
e.g e-mail, telephone, etc.	

Activity 81: Different types of companies

T3 SO1 LO4   **SB page 226**

Answers

Individual group answers. Each group has to perform 5 tasks namely:
- Research one of the four forms of companies in terms of the types of self-employment opportunities it may offer in the tourism sector;
- List the employment opportunities;

- Give an oral feedback to the class;
- Write a brief report; and
- Show how the information they obtained was verified as accurate and reliable.

Lecturers can use the oral presentation assessment rubrics on pages 31, 33, 34 to assess the oral feedback. The assessment rubric on page 37 can be used to assess the written work.

Unit 21   Researching business opportunities in tourism

Activity 82: How good are these sources?

T3 SO3 LO1   SB page 230

Answers

Individual answers. Assess on merit. Students can share their opinions in class during a feedback session.

Activity 83: Sourcing relevant information

T3 SO2 LO1   SB page 240

Answers

Each group will have different answers depending on the business opportunity the researched. Students can present their findings in a variety of written formats to the class for example charts, mind map etc. Lecturers can use the following assessment rubrics:
- Mind map: LG page 41.
- Poster: LG page 39.

Activity 84: Making the final business decision

T3 SO2 LO1,2   SB page 241

Answers

a. Individual group answers. Assess on merit.
b. Individual answers. Peer and lecturer assessment.

Unit 22 Overcoming problems in researching business opportunities

Activity 85: Identifying potential problems relating to sources of information

T3 SO3 LO1   **SB page 244**

Answers

Individual group answers. This is a reflective activity. Allocate enough time for each group to share their problems and solutions. Lecturer can use the assessment rubric on page 244 to assess the mind map.

Activity 86: Identifying alternative sources of information

T3 SO3 LO2   **SB page 244**

Answers

a. Individual group answers. This is a problem solving activity. Students must list their proposed alternative sources of information in their workbook.
b. Students have to re-evaluate activity 82: How good are these sources? Students will have different answers. Students can tabulate their evidence as follows:

Problem	Alternative source/s	Reasons for choice