



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

SCIENCE OF TOURISM

NQF Level 4

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SCIENCE OF TOURISM – LEVEL 4

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
 - 2.1 Internal continuous assessment (ICASS)
 - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
 - 3.1 Internal moderation
 - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
 - 6.1 Baseline assessment
 - 6.2 Diagnostic assessment
 - 6.3 Formative assessment
 - 6.4 Summative assessment
- 7 Planning assessment**
 - 7.1 Collecting evidence
 - 7.2 Recording
 - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
 - 13.1 Record sheets
 - 13.2 Checklists

SECTION C: ASSESSMENT IN SCIENCE OF TOURISM

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Science of Tourism - Level 4**
- 4 Specifications for external assessment in Science of Tourism - Level 4**
 - 4.1 Integrated Summative Assessment Task (ISAT)
 - 4.2 National examination

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Science of Tourism in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Science of Tourism* to prepare for and deliver Science of Tourism. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) 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.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

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 integrated summative assessment task (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 integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using a rubric is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN SCIENCE OF TOURISM

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Science of Tourism must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Science of Tourism, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	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

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Science of Tourism:

LEVEL 2		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
4	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal tests to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

LEVEL 3		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
3	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

LEVEL 4		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
6	Closed-book class test(s) on theory	Four tests on Topic 1 Two test on Topic 2
4 (one per term)	Open-book formal test to prove competence in application	4
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

**ASSESSMENT OF SCIENCE OF TOURISM
LEVEL 4**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN SCIENCE OF TOURISM - LEVEL 4

Topic 1: Wholesale and retail tourism, incorporating air travel

SUBJECT OUTCOME	
1.1 Demonstrate knowledge and understanding of airline and custom services and procedures applicable to assist customers using domestic and international air travel.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Special airport or airline services that may be required by the customer which are available according to IATA format are described. • The basic procedure once a customer checks in is explained. • Customs procedures are listed and explained. 	<ul style="list-style-type: none"> • Describe special airport or airline services that are available to customers if required according to the International Air Transport Association (IATA) format. • Explain the basic procedures followed when a passenger checks in, including but not restricted to weighing of baggage, departure, control, seating arrangements, etc. • Explain the customs procedures including but not restricted to declaration of goods, duty, VAT payable, clearance fees, etc. • List the procedures in sequence and in written format that a prospective traveller has to follow on his/her way to an international destination with special requirements and goods to declare.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Choose a local airline or/and the nearest airport and list all the special services that are available according to IATA format. • Choose a specific international destination and list the procedures in sequence that a prospective traveller has to follow including weighing of luggage, declaring of goods, etc. • Briefly explain the procedure of declaring expensive personal belongings before departing overseas. 	

SUBJECT OUTCOME	
1.2 Demonstrate the ability to make decisions about air travel situations that are either unusual or compassionate by nature.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Whether or not to contact the airport for assistance when faced with a compassionate situation is indicated. • Whether or not to contact the airport for assistance when faced with an unusual non-IATA request is explained. 	<ul style="list-style-type: none"> • List a number of identified compassionate situations and decide whether or not to contact the airport for assistance, in a table form. • Identify possible unusual non-IATA requests and list them together with a decision whether to contact the airport for assistance or not.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • List a number of identified compassionate situations in table form, and decide whether or not to contact the airport for assistance. • Use a case study with examples of standard- and unusual non-IATA requests so that student can see the difference. Select the unusual requests (maximum 3) to use as an assignment: Student must contact any travel consultant, tour operator or airline (preferably by e-mail) and ask for advice, as to whether one should contact the airport or not, for assistance with each respective request. 	

SUBJECT OUTCOME	
1.3 Demonstrate the ability to adapt performance when faced with unexpected changes in official air travel procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Changes in airport procedures are described that would require adapting one's performance. • Potential changes in the way one operates are described given changes in customs procedures. • Situations where it is critical to contact the airport for assistance are described. • Appropriate recommendations are made to the traveller given a specific airport scenario. 	<ul style="list-style-type: none"> • Describe how changes in airport procedures would require an adaptation in performance. • Describe potential changes in the way one operates given possible changes in customs procedures. • Describe a few situations where it is critical or appropriate to contact the airport for assistance. • Given a specific airport scenario, make appropriate recommendations, in writing, to the traveller.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Do a case study on each of the suggested situations in the Learning Outcomes. 	

SUBJECT OUTCOME	
1.4 Demonstrate knowledge and understanding about the wholesale travel sector.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The roles and functions of the inbound and outbound wholesaler are described and distinguished from retail travel. • Associations that play a role in the wholesale travel industry specifically are identified. • The term GSA is described. • The functions of GSAs are listed, including but not restricted to advising clients on resorts, carriers, travel companies and facilities worldwide, making reservations and travel arrangements, planning itineraries, computing airline and other fares for clients, issuing travel tickets and vouchers, corresponding by telephone and mail with travel principals and clients, maintaining files on reservations, maintaining and displaying travel brochures and negotiating with principals in the case of customer complaints. • The products GSAs offer on behalf of foreign tour operators and principals are described. • The different structures within the wholesale industry are described and horizontal and vertical structuring distinguished. • The different functions in a typical wholesale organisation and the different roles that staff play are described with reasons given for each of them. • Various types of tours is described and their functions and differences compared. • Group travel is compared with independent travel and the motivation for joining group travel explained. 	<ul style="list-style-type: none"> • Describe the roles and functions of the inbound and outbound wholesaler and distinguish these from retail travel. • Describe the various associations that impact on the wholesale travel industry. • Define the term 'General Sales Agent' (GSA) and list their functions. • Identify the types of products that GSAs offer on behalf of foreign tour operators and principals. • Describe the structures within the wholesale industry and distinguish between horizontal and vertical structuring. • Describe a typical wholesale organisation and identify its functions, with reasons. • Describe the different roles that staff play in a typical wholesale travel organisation. • Describe various types of tours and compare their benefits and differences. • Compare the advantages and disadvantages of group travel and independent travel and explain the motivation for joining group travel.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Compare in table format the roles and functions of the travel agent (retail travel and the tour operator - wholesale travel). • Assignment: Given a list of associations, the student must research the role played by each and explain how they protect the consumer as well as the service provider. • Discuss the functions of GSAs. • Compile a list of ten different local GSAs and their respective functions. • Mention 5 products offered by any of the GSAs in the above list. • Draw up an organogram of a typical wholesale organisation, distinguishing between horizontal and vertical structuring. • List the functions within a typical wholesale travel organisation and say why each function is necessary. • Draw an organogram of possible staff in a typical wholesale travel company, explaining their roles and functions in 	

table form.

- Collect information from brochures on three different types of package tours, then draw a table listing the tours and compare their benefits and differences.
- Provide student with relevant information (either real tour brochures or mock ups) providing prices for tours, and the prices/rates/tariffs for individual products. Let student calculate the difference between an advertised tour and the combined price of independent travel to the same destination.

SUBJECT OUTCOME	
1.5 Demonstrate knowledge and understanding about selecting wholesale principals.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Research material specifically used in the wholesale tourism industry is described. • The value of such information is explained. • The principal which offers the best service at the most competitive rate is identified. 	<ul style="list-style-type: none"> • Identify research resources for information on the wholesale industry. • Describe how the information obtained can be of value. • Collect information on different principals and decide which one offers the best service at the most competitive rate.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • List at least 4 resources for finding information on local and international wholesale travel companies. • Assignment: Collect information on 4 different principals. Briefly explain the value of the collected information. Decide which principal offers the best service at the most competitive rate. Information must be reported in a table format. 	

SUBJECT OUTCOME	
1.6 Demonstrate an understanding of the national and international events industry.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The complexity, intricacies and dynamic nature of the events industry are described. • The importance of the events industry to the South African tourism industry is explained. • The requirements for a successful event are explained. • The relation of the events industry to the broader tourism industry is interpreted. 	<ul style="list-style-type: none"> • Explain the complexity, intricacies and dynamic nature of an event with regards to the role players. • Describe the history, current developments and future role of the events industry. • Explain the importance of a big event to the South African tourism industry.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write an assignment on the importance of a big event to the South African tourism industry and support your statements with examples. 	

SUBJECT OUTCOME	
1.7 Identify and explain the different contexts of events management.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>The sub-fields must be defined with regard to:</p> <ul style="list-style-type: none"> • Meetings and conferences • Social life cycle events • Sport and tourism events • Retail events • Hallmark events • Hospitality events • Festivals • Expositions • Civic events. 	<ul style="list-style-type: none"> • Identify the quality requirements to ensure success. • Identify the different sub-fields including but not restricted to meetings and conferences, social life cycle events, sport and tourism events, retail events, hallmark events, hospitality events, festivals, expositions and civic events. • Describe two latest big international events that took place in South Africa.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Describe two latest big international events that took place in South Africa and discuss the impact they had on the tourism industry. 	

SUBJECT OUTCOME	
1.8 Demonstrate a basic understanding of the capacity constraints and requirements of each context as it relates to a specific event.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The capacity, constraints and requirements of each context as it relates to a specific event are explained. • The various event elements and facilities within a specific context are appropriately matched. • Appropriate alternatives are identified. • Legislation and regulations are described in terms of occupational health and safety and necessary permits. • The history, current developments and future role of the events industry are described. 	<ul style="list-style-type: none"> • Identify the facilities required for a given specific event and identify various venues accordingly, comparing them in a tabular format and determining the best choice in terms of costs and facilities and where they are situated.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write an assignment to indicate and show understanding of the capacity constraints and requirements of a big event e.g. a World cup soccer event. 	

SUBJECT OUTCOME	
1.9 Access sources of information in order to provide a service to clients and keep knowledge up to date.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Appropriate venues and topics, etc., are identified. • Appropriate service providers are identified. • Importance and methods of keeping sources information up to date are explained. 	<ul style="list-style-type: none"> • Compile a detailed list of local venues stipulating facilities and services on offer. • Identify local service providers and draw up a list of providers with the services available. • Identify four different topics and match appropriate venues and service providers with each.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Compile a detailed list of local venues stipulating facilities and services on offer. • Identify four different topics and match appropriate venues and service providers with each. 	

SUBJECT OUTCOME	
1.10 Use understanding of the events industry to enhance own performance.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Event elements and facilities are matched within the specific context. • Local grading system of venues, facilities and service providers are described. • International grading of event managers and co-ordinators are interpreted. 	<ul style="list-style-type: none"> • Identify regulations and legislation appropriate to health and safety and the required permits and describe their importance. • Match different types of clients with appropriate events and discuss their related expectations. • Explain the local grading system of venues, facilities and service providers. • Explain the international grading system of event managers and coordinators.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write a written test on all the assessment standards of this topic. 	

Topic 2: Tourism legislation

SUBJECT OUTCOME	
2.1 Be attentive of contractual obligations.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The legal binding contract that a description of a visit or a tour itinerary represents is explained. • The obligation that confirmed reservations place on the service provider is described. • Justifiable reason for changing an itinerary is identified. • The importance of adhering to the contract at all times is explained. 	<ul style="list-style-type: none"> • Explain why a visit or tour itinerary represents a legal binding contract. • Explain why a confirmed reservation implies an obligation by the service provider. • Explain why itineraries may not be changed without concrete and justifiable reasons. • Explain the importance of delivering at least the minimum service sold to the customer. • Make a list of all the contractual obligations when booking a customer on a tour.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Do a case study in which the stipulations in a contract of carriage can be applied, e.g. a client complaining that he/she did not receive or experience everything that had been promised by the travel consultant, regarding a cruise, a coach tour or a luxury rail trip. 	

SUBJECT OUTCOME	
2.2 Act according to health and safety regulations.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Safety regulations in the National Parks are explained. • Special procedures and regulation pertaining to adventure activities are explained in a broad context. • The necessary rest period for drivers are described. • The reason why medical advice, medication and treatments may only be provided by qualified medical staff is explained. 	<ul style="list-style-type: none"> • Identify safety regulations in the national parks and nature reserves and explain reasons for their existence. • Identify special procedures and regulations pertaining to adventure activities and explain reasons for their existence. • Explain why there is a required rest period for drivers. • Explain why medical advice, medication and treatment other than first aid may only be provided by qualified medical personnel.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • List the possible safety legal procedures and regulations applicable to the tourism industry and explain their necessity. 	

SUBJECT OUTCOME	
2.3 Act in awareness of legally established customer relationship.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Customer protection framework of the EU and USA is interpreted. • The basic content of general conditions pertaining to changes and cancellations is explained • Incidents described as an act of God are identified. 	<ul style="list-style-type: none"> • Describe the customer protection framework in the European Union (EU) and the United States of America (USA). • Explain the basic content of general conditions pertaining to changes and cancellations. • Describe incidents which are said to be an 'act of God'.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • List and explain conditions that are considered to be an act of God and the consequences thereof to the customer as well as the tour operator in a table format. 	

SUBJECT OUTCOME	
2.4 Respect South African legal restrictions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Knowledge of the following legal restrictions must be demonstrated: Passenger road, transport, criminal law (prostitution, drugs), restricted areas and indemnity forms. 	<ul style="list-style-type: none"> Explain legal restrictions and requirements with regards to: <ul style="list-style-type: none"> Passenger road transport. Criminal law (prostitution, drugs). Restricted areas access. Indemnity forms.
ASSESSMENT TASKS OR ACTIVITIES	
Design a brochure to hand out to overseas visitors, explaining legal restrictions and requirements with regards to: <ul style="list-style-type: none"> Passenger road transport. Criminal law (prostitution, drugs). Restricted areas access. Indemnity forms. 	

SUBJECT OUTCOME	
2.5 Demonstrate knowledge and understanding about visas and passports.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Current legislation on visas and passports is explained in terms of issue renewal and endorsement. The difference between temporary, permanent and foreign passports is explained. The location and source of forms for each consulate/embassy is explained in terms of requirements for each. Determining the estimate time and costs to issue various visas is explained. The costs and validity of South African Passports for a child and an adult are determined. The difference between tourist visas, business visas, student visas, transit visas and re-entry visas are explained. The value and the consequences of losing or damaging a passport are explained. Specific requirements for passports and visas regarding accompanying information and documents are explained. 	<ul style="list-style-type: none"> Describe the current South African legislation on visas and passports. Explain the regulations regarding issue, renewal, and endorsement of passports. Explain the difference between temporary, permanent and foreign passports. Identify the source and location of forms for at least three different consulates and/or embassies and specify the requirements in each case. Explain how to estimate the time it takes to issue various visas and passports and the cost involved. Determine the costs and validity of South African passports for adults and children. Explain in a tabular format the difference between tourist visas, business visas, student visas, transit visas and re-entry visas. Describe the value of a passport and the consequences of losing or damaging it. Explain specific requirements for passports and visa applications regarding accompanying information and documents.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Research applicable current legislation as well as regulations regarding issue, renewal and endorsement of passports, and report back. Compile a table to show the differences between temporary, permanent and foreign passports. Project: Collect forms from different consulates or embassies (in person, by fax, e-mail or the internet). Compile a table in which the source(s) can be recorded, as well as the respective requirements. Worksheet: Present student with several small case studies involving varied visa/passport needs. By consulting the GSA or the internet, student must estimate issuing times and cost involved for each situation. Research activity: student must phone, fax or e-mail the Department of Home Affairs to source the necessary passport information. Draw a table to compare the difference between tourist visas, business visas, student visas, transit visas and re-entry visas. Case study depicting a South African tourist who has lost his/her travel wallet with all documentation, having been robbed overseas. Solutions must be offered, as well as preventative measures suggested. At least one question should dwell on the value/meaning of a passport to any citizen. Worksheet: Present the student with two or three different visa application forms including each accompanying list of required information/ documentation to be submitted (list usually issued by consulate). It is the latter that must be 	

studied and explained

Range: included but not restricted to copies of travel documents, proof of travel insurance, letter of employment, proof of sufficient funds and/or accommodation, letter of invitation by host or host company, etc.).

SUBJECT OUTCOME	
2.6 Demonstrate the ability to make decisions and give advice, when assisting a client with visa and passport applications.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Ways of recognising valid passports are described. • Steps to be taken when finding counterfeit documents are described. • The legal implications of signing forms on behalf of customers are investigated. • A visa is interpreted and the information explained. • A variety of consular procedures are examined regarding processing visa applications, specifically time, hours of business, sit-ins and public holidays in those countries. • The shortest possible time for handling and transport of documentation is examined, identified and motivated. • The necessary travel documents and the cost thereof is explained, given customers' proposed needs. • Possible restrictions on travel documents are explained. • The reasons why there should be enough empty pages in a passport are discussed. 	<ul style="list-style-type: none"> • Identify ways of recognising valid documents and steps to be taken on finding counterfeit documents. • Describe legal implications of signing forms on behalf of customers. • Read a visa and explain the information regarding expiry, validity, visa type and type of entry. • Determine how much time it takes, given a variety of consulates, for a consulate to process a visa application, based on which consulates take the longest, hours of business, sit-ins and public holidays in those countries. • Identify the shortest possible time for handling and transport of the necessary documentation and explain the reasons for your decision. • Identify and explain the appropriate travel entry documents necessary and the cost thereof, given customers' proposed travel needs. • Identify and explain possible restrictions and validity of a passport. • Explain the necessity of enough empty pages for visas and departure/entry stamps.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Research group project: talk to police officers, customs officials and airline staff at check-in counters and compile a short report on counterfeit documents. Oral report back to class. • Case study involving a travel consultant or tour operator signing a legal document on behalf of a client, with something then going wrong afterwards. • Present student with a few varied examples of visas (or copies thereof). Student must be able to interpret information such as expiry, validity, visa type and entry type. • Case study (with a time frame) in which a client is planning to visit three or four foreign countries. Student must suggest (in chronological order) which visa application should be done first, then next, etc. based on client's itinerary, consulates' lead time, office hours, cities where based and (overseas) public holidays. • The above case study can be used here again, this time concentrating on ways to save time, use of couriers, docex services, visa companies, etc. • Case study with itinerary for three destinations: tabulate the required information (can be done together with previous Subject Outcome's assessment activity. (Research activity: student must phone, fax or e-mail the Department of Home Affairs, to source the necessary passport information.) Answers can be given in a short written report, including a brief discussion on the necessity of enough empty pages in a passport. 	

SUBJECT OUTCOME	
2.7 Demonstrate the ability to adapt performance when faced with changed regulations or requests for emergency issuing of travel documents.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • How performance could be adapted is described if there were specific changes in requirements for obtaining visas and passports. • Suggested ways to speed up a visa application for a customer to travel to another country are explained. 	<ul style="list-style-type: none"> • Describe how the performance would be adapted if there were specific changes in requirements and method for obtaining visas and passports. • Explain ways to speed up a visa application for a customer who must travel to another country within 72 hours.

ASSESSMENT TASKS OR ACTIVITIES

- Research assignment: Consult GSA or travel consultants and find out:
 - How does one become aware of changed regulations and procedures?
 - What action is necessary?
 Present student with a case study containing such changes and he/she must take the correct action.
- Select three different consulates or embassies from any of the above case studies and contact them (phone, fax or e-mail), asking how one goes about obtaining an emergency visa.

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN SCIENCE OF TOURISM - LEVEL 4

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of the ESASS 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.

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 students will have achieved the competencies through the year. 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 will 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.

4.2 National examination

A formal national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested.

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	35%	35%