



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **SUSTAINABLE TOURISM IN SOUTH AFRICA NQF LEVEL 2**

September 2007



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## 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 Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel and Sustainable Tourism in South Africa and International Travel 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: Sustainable Tourism in South Africa* to prepare for and deliver Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel and Sustainable Tourism in South Africa and International Travel. 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 for students who experience barriers to learning be customised 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.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	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 Portfolio of Evidence (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 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)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> 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. They 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. It is a different way of assessment 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) 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 SUSTAINABLE TOURISM IN SOUTH AFRICA, SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL

### 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 Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel and Sustainable Tourism in South Africa and International Travel 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

Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel and Sustainable Tourism in South Africa and International Travel, 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 should at least 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 Portfolio of Evidence (PoE) must at least include:

- 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 tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Sustainable Tourism in South Africa, Sustainable Tourism in South Africa and Regional Travel and Sustainable Tourism in South Africa and International Travel

<b>LEVEL 2: SUSTAINABLE TOURISM IN SOUTH AFRICA</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
4	Closed-book class test(s) on theory	One or more per completed topic Two on map work and giving directions Two on matching tourist types to destinations
4	Open-book formal test to prove competence in application	One on local, provincial and national destinations, attractions and events One on sustainable tourism One on conservation and heritage
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

<b>LEVEL 3: SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
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
8	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

<b>LEVEL 4: SUSTAINABLE TOURISM IN SOUTH AFRICAN AND INTERNATIONAL TRAVEL</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
6	Closed-book class test(s) on theory	One or more per completed topic
4 (one per term)	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

**ASSESSMENT OF  
SUSTAINABLE TRAVEL IN SOUTH AFRICA  
LEVEL 2**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN SUSTAINABLE TOURISM IN SOUTH AFRICA – LEVEL 2

#### Topic 1: Tourism in South Africa

SUBJECT OUTCOME	
Demonstrate knowledge and understanding about South Africa as a tourist destination.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>All South African provinces and major South African cities are indicated on a map.</li> <li>All South African neighbouring countries are indicated on a map.</li> <li>All major South African mountains, rivers and lakes are indicated on a map.</li> <li>The major transport network of South Africa is indicated on a map.</li> </ul> <p><i>Range: National roads, major airports, harbours and mainline railway connections</i></p> <ul style="list-style-type: none"> <li>The major South African national game parks are described.</li> <li>The main suburbs and/or areas of certain major South African cities are indicated.</li> </ul> <p><i>Range: Pretoria, Johannesburg, Durban and Cape Town</i></p>	<ul style="list-style-type: none"> <li>Indicate all South African provinces and major South African cities on a map, demonstrating a sound idea of where major tourism and holiday places in South Africa are situated.</li> <li>Indicate where South Africa and its neighbour countries are situated using an elementary map of Africa to show understanding of where we are situated on the African continent.</li> <li>List and indicate on a map the major South African climate regions, mountains, rivers and lakes.</li> <li>Draw the major transport network of South Africa on elementary maps. This is not a geography lesson; students should see airports as gateways to regions or to specific attractions and roads as part of the logical planning of a tour itinerary, etc.</li> <li>Make a list and indicate on a map the major South African national game parks. In table form, describe for each nature reserve: <ul style="list-style-type: none"> <li>The major attraction(s)</li> <li>Type of accommodation offered</li> <li>Nearest gateway road and/or airport</li> <li>How to make reservations for that particular destination (i.e. who to contact, what to do, etc.)</li> </ul> </li> <li>Indicate the main suburbs and/or areas of certain major South African cities.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Class questions which students answer by indicating on a wall map</li> <li>Worksheets for map work on transport network, national game parks and central business district's of major cities</li> <li>Knowledge test on transport network, national game parks and central business district's of major cities</li> <li>Case study worksheet to: <ul style="list-style-type: none"> <li>Match a tourist's or business traveller's accommodation needs with his or her agenda.</li> <li>Demonstrate understanding of logical points of entry to and exit from a city, region or the country</li> </ul> </li> <li>Open-book class test</li> <li>As a project, research and complete a table for the national game parks.</li> <li>Draw elementary maps of the main suburbs and/or areas of certain major South African cities. Students from one part of the country must be familiar with well-known suburbs in other important tourist cities in the country. This should ensure logical thinking when planning a client's itinerary or selecting suitable accommodation, e.g. for a business traveller.</li> </ul> <p><i>(Range: Including, but not limited, to Pretoria, Johannesburg, Durban and Cape Town)</i></p>	

SUBJECT OUTCOME	
Use a range of maps effectively to facilitate tourism activities.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Clear directions are given to tourists.</li> <li>The locations of local places of interest are identified on a map.</li> <li>A suitable area of accommodation is identified when presented with a tourist profile.</li> <li>An appropriate type of map is selected for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different types of map.</li> </ul> <p><i>Range: Street finders, informal picture-type maps, road maps, physical maps and political maps</i></p> <ul style="list-style-type: none"> <li>Demonstrate the use of a grid for reference on a street map.</li> <li>Use a street finder or a simple map of a tourist area</li> </ul>

<ul style="list-style-type: none"> <li>• An excursion route is planned using maps.</li> <li>• A tour route is planned using maps.</li> </ul>	<p>and draw a pamphlet, giving clear directions to tourists on how to reach a particular attraction (e.g. a botanical park some blocks away from the hotel).</p> <ul style="list-style-type: none"> <li>• Practice standard phrases like: “Follow the road”; “At the next intersection, turn right”; “Go straight for three blocks”, etc.</li> <li>• Identify the location of local places of interest on a map and practice using map keys or icons indicating restaurants, wine cellars, museums, taxi ranks, railway stations, cathedrals, information bureaus, etc.</li> <li>• Identify a suitable area of accommodation when presented with a tourist profile to ensure that the client will overnight as close as possible to where he or she needs to be, taking infrastructure, transport needs and facilities into consideration.</li> <li>• Select a type of map appropriate for a specific purpose (e.g. physical map of an area when planning a hike, road map when planning a route for a sightseeing holiday by car or street finder when trying to locate a guest house in a suburb).</li> <li>• Plan a very elementary excursion route using maps, e.g. a half-day tour from the city hotel to a local attraction in the countryside.</li> <li>• Plan a very elementary tour route using maps, e.g. a two-day sightseeing trip to a nature reserve and surroundings in the area.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Multiple-choice assignment to demonstrate understanding of maps</li> <li>• Case study to plan an excursion route and a tour route</li> <li>• Open-book class test</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Identify and describe tourist destinations, attractions and events.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Local, provincial and national destinations, attractions and events are listed.</li> <li>• The ability to evaluate the importance of these destinations, attractions and events is demonstrated.</li> <li>• Destinations, attractions and events are matched with tourist interest.</li> </ul>	<ul style="list-style-type: none"> <li>• List in table format ten to fifteen local, provincial and national destinations, attractions and events.</li> <li>• Collect and organise via research and consultation (e.g. with a local tour operator, travel consultant and/or tourism office), information to evaluate the importance of these destinations, attractions and events.</li> <li>• Refer to a list of typical tourist types and match the destinations, attractions and events with tourist interest, using a table format.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Draw a diagram to list destinations as indicated.</li> <li>• Collect, organise and evaluate the importance of the destinations, attractions and events in groups.</li> <li>• Case study to match tourist types to destinations.</li> <li>• Open-book test.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Match destinations, attractions and events with a tourist profile.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Local destinations, attractions and events appropriate to a given tourist profile are identified.</li> <li>• Provincial destinations, attractions and events appropriate to a given tourist profile are identified.</li> <li>• National destinations, attractions and events</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to a given tourist profile and identify local destinations, attractions and events appropriate to the specific tourist.</li> <li>• Identify provincial destinations, attractions and events appropriate to a given tourist profile.</li> </ul>

appropriate to a given tourist profile are identified.	<ul style="list-style-type: none"> <li>Identify national destinations, attractions and events appropriate to a given tourist profile.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Individual research project identifying a certain number of destinations, attractions and events in own area, province and the country.</li> <li>Three different case studies with tourist profiles in which students recommend suitable destinations, attractions or events for a local, provincial and countrywide tour</li> </ul>	

## Topic 2: Sustainability of Tourism in South Africa

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate an understanding of the ethics and values associated with the idea of sustainable tourism.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The important issues connected with the protection of natural, cultural and social environments in the local area are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the impact of tourism on the environment and on the community.</li> <li>Identify and list the benefits of tourism.</li> <li>Identify and document (paragraph-style) the important issues connected with the protection of natural, cultural and social environments in the local area.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>A comprehension test Students must comprehend all important aspects.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Identify and explain different roles, responsibilities and expectations of stakeholders.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The different roles, responsibilities and expectations of stakeholders (those most closely involved with tourists and tourism enterprises) are explained. <i>Range: Private sector, government and community partnerships</i> <ul style="list-style-type: none"> <li>Possible benefits to communities or possible exploitation of communities</li> <li>Possible differences between tourists' expectations and communities' expectations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explain the different roles, responsibilities and expectations of stakeholders (those most closely involved with tourists and tourism enterprises).</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Short-question assignment</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Apply knowledge of appropriate conservation practices.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Activities that can cause damage or unnecessary wear and tear to natural and cultural sites are identified.</li> <li>The correct procedures to report damage and excessive wear and tear to natural and cultural sites are explained.</li> <li>The importance of prompt action in this regard is described.</li> <li>The relevant authorities to whom to report conservation issues to are identified.</li> <li>Awareness in the community of appropriate conservation practices is created.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and list activities that can cause damage or unnecessary wear and tear to natural and cultural sites.</li> <li>Explain the correct procedures to report damage and excessive wear and tear to natural and cultural sites.</li> <li>Describe the importance of prompt action in this regard by pointing out how immediate action could possibly remedy the damage, and alternatively, how non-action could escalate the problem.</li> <li>Identify and list the contact details of the relevant authorities to whom to report conservation issues.</li> <li>Compile a simple, illustrated pamphlet to create awareness of appropriate conservation practices.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Comprehension-type exercises providing all the information needed and students formulate own answers to thought-provoking questions. Use appropriate examples, either hypothetical or true situations researched from local newspapers or tourism or conservation magazines.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate an understanding of fundamental environmental impacts of tourism.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Fundamental environmental impacts of tourism are described in terms of:               <ul style="list-style-type: none"> <li>Increased demand for basic resources (food and water)</li> <li>Increased pressure on services (waste disposal, sewerage, power supply)</li> <li>Impacts on local communities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and document fundamental environmental impacts of tourism in terms of:               <ul style="list-style-type: none"> <li>Increased demand for basic resources (food and water)</li> <li>Increased pressure on services (waste disposal, sewerage, power supply)</li> <li>Impacts on local communities (higher volume of people, disregard of own local environment to make money, e.g. using available wood to carve curios, wear and tear or overburdening of local infrastructure, etc.</li> </ul> </li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Comprehension-type exercises providing all the information needed and students formulate own answers to thought-provoking questions. Use appropriate examples, either hypothetical or true situations researched from local newspapers or tourism or conservation magazines.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate an understanding of various approaches to tourism.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Community partnerships are described, especially regarding communities as co-owners of tourism.</li> <li>Eco-tourism as a tourism approach specifically dependant on and sensitive to South African natural heritage is discussed.</li> <li>The economic approach (with tourism as a mechanism for the creation and distribution of wealth) is described.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how community partnerships can be formed, especially regarding communities as co-owners of tourism.</li> <li>Discuss eco-tourism as a tourism approach specifically dependant on and sensitive to South African natural heritage.</li> <li>Describe the economic approach (with tourism as a mechanism for the creation and distribution of wealth) to ensure a win-win situation.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Comprehension-type exercises providing all the information needed and students formulate own answers to thought-provoking questions. Use appropriate examples, either hypothetical or true situations researched from local newspapers or tourism or conservation magazines.</li> <li>Open-book short-question test</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Identify types of resources integral to tourism.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>The value of heritage resources such as archaeological, historical, cultural, wildlife and scenic sites is understood.</li> <li>The importance of infrastructure, finances, international image, human resources and social and political situations in the development of tourism enterprises is described.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what heritage resources are and explain their value to sustainable tourism. <i>Range: Archaeological, historical, cultural, wildlife and scenic sites</i></li> <li>Describe the importance of infrastructure, finances, international image, human resources and social and</li> </ul>

	political situations in the development of tourism enterprises.
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Describe, in table form, what the different heritage resources are and their value to sustainable tourism. If the facts are not available from the learning material, then students must be clearly guided as to where to find this information.</li> <li>Short-question assignment</li> </ul>	

SUBJECT OUTCOME	
<b>Demonstrate a basic understanding of sustainability issues pertaining to their direct context.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Guest and host interaction and relationships are identified.</li> <li>Building community capacity towards participation is described.</li> <li>Tourism as an agent for change and the possible effects of this are recognised.</li> <li>Communities as the beneficiaries of and participants in tourism are described.</li> <li>Ways to reduce the impacts of tourism on local natural, cultural and social environments are described.</li> </ul>	<ul style="list-style-type: none"> <li>Identify guest and host interaction and relationships, using a township tour as an example.</li> <li>Describe building community capacity towards participation, using a hypothetical local community living near a big nature reserve as an example.</li> <li>Discuss tourism as an agent for change and list the possible effects of this.</li> <li>Describe communities as beneficiaries of and participants in tourism, pointing out the importance of nurturing a positive community attitude to tourism.</li> <li>Describe ways of reducing the impacts of tourism on local natural, cultural and social environments.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Case study with questions on a township tour</li> <li>Case study with questions on a community</li> <li>Individual assignment on the role of tourism as an agent for change and the resulting impact on the community</li> </ul>	

SUBJECT OUTCOME	
<b>Reflect on own contribution to sustainability within a tourism enterprise or project.</b>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>A model of own place in an environmentally and culturally sustainable enterprise is developed.</li> <li>Suggestions regarding improved self-performance in relation to personal understanding of sustainability are listed</li> </ul>	<ul style="list-style-type: none"> <li>Develop a model of own place in an environmentally and culturally sustainable enterprise.</li> <li>List suggestions regarding improved self-performance in understanding sustainability to show consciousness of sustainability.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Group project based on a relevant case study on a hypothetical enterprise.</li> <li>Open-book test</li> </ul>	

### Topic 3: Conservation and Heritage

SUBJECT OUTCOME	
<b>Demonstrate respect for others, their possessions and the environment.</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Respect for other people, their possessions and the environment is identified in terms of: <ul style="list-style-type: none"> <li>Own, individual norms</li> <li>Laws and regulations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe respect for other people, their possessions and the environment in terms of: <ul style="list-style-type: none"> <li>Own, individual norms</li> <li>Laws and regulations</li> </ul> </li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Worksheet: Design true and false statements for students to answer to find understanding of respect for others, their possessions and the environment.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Articulate different cultural interests and values with regard to the environment.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Wise and responsible use of natural resources, e.g. medicinal plant or animal collection, harvesting of animals and firewood is described</li> <li>Sympathetic and empathetic interaction with people of different cultural backgrounds and values on environmental issues is described.</li> <li>Different ethical perspectives are outlined.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss wise and responsible use of natural resources, e.g. medicinal plant or animal collection and harvesting of animals and firewood.</li> <li>Describe sympathetic and empathetic interaction with people of different cultural backgrounds and values on environmental issues.</li> <li>Outline possible different ethical perspectives regarding environmental interests.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Comprehension test based on a relevant newspaper article(s) (positive or negative) about traditional healers' natural resources.</li> <li>Role-play where four or five characters (e.g. a farmer, one or two of his workers who live in a traditional kraal on the farm, a neighbour and keen hunter and tourism representative from the district or nearby town) informally discuss environmental issues, harvesting animals, firewood collection, etc.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Explain which interactions will help to achieve a successful environment.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Preventative actions and conservation behaviour by humans towards their natural environment are listed. <i>Range: Littering, fires, water, fauna and flora</i></li> </ul>	<ul style="list-style-type: none"> <li>List preventative and conserving interactions between humans and the natural environment that will achieve a successful environment.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Worksheet</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate an understanding of the dynamic process and agents shaping heritage.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Historical and current political, economic and biophysical factors and their impact on one another are described.</li> <li>The different ways different individuals or organisations see heritage are discussed. <i>Range: Individuals, museums, zoos, natural resources, non-governmental organisations or community-based organisations, the media, schools, funding agencies, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and list historical and current political, economic and biophysical factors, regarding heritage. <ul style="list-style-type: none"> <li>Describe their impact on one another.</li> <li>Discuss how different individuals or organisations see heritage.</li> </ul> </li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Provide information or sources from which students can draw up a table and write a paragraph on the historical and current political, economic and biophysical factors, regarding heritage.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Recognise types of heritage.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Natural, cultural, tangible and non-tangible types of heritage are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and document examples of natural, cultural, tangible and non-tangible types of heritage.</li> </ul>

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> <li>Individual assignment</li> </ul>

SUBJECT OUTCOME	
Use understanding of heritage to enhance performance.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Different heritages are explored and described.</li> <li>Options for using heritage in everyday work are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Research and describe different South African heritages.</li> <li>Identify options for using heritage in everyday work.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Group project</li> </ul>	

SUBJECT OUTCOME	
Recommend possible alternative elements for inclusion in a tourism experience.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Issues of heritage for inclusion in a tourism experience to enrich the experience are identified.</li> <li>New heritage signs on a tourism route are recommended.</li> </ul>	<ul style="list-style-type: none"> <li>Identify issues of heritage for inclusion in a tourism experience to enrich the experience.</li> <li>Recommend new heritage signs on a tourism route.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Practical exercise (real life or simulated situation)</li> <li>Open-book test</li> </ul>	

#### 4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN SUSTAINABLE TOURISM IN SOUTH AFRICA – LEVEL 2

##### 4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

**OR**

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

##### 4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

<b>LEVEL 2</b>	<b>KNOWLEDGE AND COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	50%	25%	25%

<b>MARK ALLOCATION PER QUESTION</b>		
<b>Section 1: Compulsory (must cover all topics)</b>		
One question of 50 marks, covering short questions, e.g. true or false, leave out words and monkey puzzles.		<b>50 marks</b>
<b>Section 2: Compulsory</b>		
Four application questions covering all the topics of which three are compulsory.		
Question 1:	Tourism mapwork	50 marks
Question 2:	Tourism in South Africa	50 marks
Question 3:	Sustainability of Tourism in South Africa	50 marks
Question 4:	Conservation and Heritage	50 marks
		<b>150 marks</b>
<b>GRAND TOTAL</b>		<b>200 marks</b>