What's in the CAPS package?
Tourism

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Tourism

- A comparative analysis of the NCS/CAPS for Tourism
- A PAT investigation
- International benchmarking

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With Umalusi's curriculum evaluation teams

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FOREWORD

Tourism, Consumer Studies and Hospitality Studies, being practical subjects, are dynamic in nature because they need to keep up with new trends and developments. As a result, curriculum content needs to change regularly. Though the Department of Basic Education is the custodian of curriculum development and implementation, the National Department of Tourism (NDT) has a vital interest in the suitability of the curriculum. This is so because the quality of the learners who come out of schools influences the quality of tourism practitioners who are needed to sustain and build the tourism sector. The NDT understands that excellent service rendered to tourists is more likely to influence repeat visits to our country and build loyalty.

As early as 2006, from the time of the National Tourism Skills Development Conference, the NDT started to focus curriculum-related issues in tourism. In order to deal with curriculum issues raised by industry, a curriculum review task team was established. The task team researched all the curricula that existed at that stage and identified the scarce and critical skills needed at the time.

In 2011, the Department of Basic Education (DBE) introduced a re-packaging of the National Curriculum Statement (NCS) for all subjects. The Curriculum Assessment Policy Statement (CAPS), as the revised policy has become commonly known, introduced certain welcome changes to the curriculum, but some concerns still remained, especially in relation to the skills needs perceived by industry. As a result, the NDT Curriculum Task Team approached Umalusi for clarity and guidance on how to deal with the curriculum challenges identified.

At that time, Umalusi was about to embark on research into the services subjects at FET level. It welcomed the work the NDT had undertaken to address challenges in the curriculum, and the work that followed led to the curriculum evaluation partnership which came to include the NDT, the DBE and CATHSSETA.

Now that the report has been finalised, NDT would like to congratulate Umalusi, CATHSSETA, the training and development experts involved, and the DBE on this achievement. All these partners were involved practically in the identification of the gaps in the existing curriculum with particular reference to industry standards and requirements. The recommendations emerging from this report should be taken seriously – and forward – by all concerned and should positively influence future interventions and plans.

It is clear that the journey does not end with the production of the report. Partners will surely be expected to put efforts into the implementation of the research recommendations.

Thank you

Ms Tokozile Xasa
Deputy Minister of Tourism, MP

ACKNOWLEDGEMENTS

Umalusi regards the opportunity to engage in curriculum evaluation processes as a significant step towards co-operation at a systemic level on matters of curriculum. It is hoped that this report, and the ones to follow, will provide an understanding of the curriculum development space and the respective roles of departments and Umalusi in strengthening the nation's qualifications.

Umalusi gratefully acknowledges the role of Ms Lisa Gordon-Davis (GTTP-SA/Kundiza) in introducing the National Department of Tourism (NDT), the Federated Hospitality Association of South Africa (FEDHASA) and industry stakeholders to Umalusi in the first stages of investigation in 2011. Some of the research questions for the NCS/CAPS comparative analysis have been based on background information gathered from discussions with the National Tourism Education and Training Working Group, private providers, the NDT and FEDHASA. The collaboration with these stakeholders has been helpful in the identification of experts to represent industry in the evaluation teams.

Umalusi gratefully acknowledges the discussions concerning articulation pathways, the retention of learners in hospitality and tourism, and systemic thinking with Prof. Daneel van Lill (Executive Dean, Faculty of Management at the University of Johannesburg (UJ) and Prof. Elmarie Slabbert (Programme leader for Tourism Management at North West University (NWU)). Besides the representation from UJ and NWU, the involvement of researchers from the University of Pretoria (UP) and the University of South Africa (Unisa) is acknowledged.

Ms Nozuko Ngozi from the National Department of Tourism (NDT), Mr Lulamile Stuurman, Ms Mothepane Sesele, Ms Leonore Beukes and Mr Zakhele Sibeko have involved themselves with enthusiasm in the research initiative. Mr Stuurman was involved with the research process from the initial stages in 2011, attended workshops and though he was part of the observing team, he involved himself in all research processes.

Umalusi not only appreciates the human capital invested in this project, but also the monetary contribution from NDT towards running the workshops and research efforts. The NDT's willingness to contribute to the assessed curriculum investigation, the comparative study and international benchmarking is highly valued and appreciated.

Ms Mmaabo Moloi, Project Leader from the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) was instrumental in extending its involvement in the project, and initiating the signing of a Memorandum of Understanding (MoU) in 2011 between Umalusi and CATHSSETA regarding the inclusion of industry representation and joint funding of the research sessions in 2011 and 2012. The MoU resulted not only in human capital gains, but a large monetary contribution from CATHSSETA to cover 50% of the costs incurred in 2011 and 2012. CATHSSETA also facilitated the involvement of representation and field expertise from industry.

The passion evident from the NDT and CATHSSETA representatives' involvement in the processes will certainly bring about change in both the tourism industry and in classrooms where, it is clear, teachers and learners can be greatly empowered.

In the initial stages (2011-2012) of the research, Ms Helen Matshoba, now Manager: Qualifications, kindly assisted in the preparation of documentation and helped at the workshops. The logistical work was then undertaken by Ms Lesego Mgidi (now Ndala), and the thanks of all involved go to her for the kind and able assistance.

The teams who have undertaken these evaluations have far exceeded the call of duty, and for that we at Umalusi thank them. It has been satisfying to see that we have all learned from one another's expertise, and that all of us involved in the project always go out with an enriched understanding of the importance of curriculum and its appropriate implementation. It is to be hoped that the accumulated knowledge and wisdom emanating from the project will have a positive effect in schools, colleges, higher education and in industry training.

While the coming paragraphs acknowledge the individual members of the team, it is worth referring to Annexure D to fully appreciate the wealth of experience and commitment that this project has been privileged to draw upon. Umalusi wishes to thank every contributor to this research project.

The positive attitude within the team and the in-depth discussions and collaboration have been remarkable. The tourism team is:

2011 - 2012

- Ms Erica Cornelius, Head of Academy and Training Facilitator for the Gauteng Travel Academy
- Mr Gabriel Dichabe, Deputy-Director of Tourist Guiding at National Department of Tourism
- Ms Elsabé Engelbrecht, Provincial Subject Co-ordinator for Tourism in the Northern Cape
- Ms Linda Greenberg, H.O.D. Travel and Tourism Department of Boston City Campus and Business College
- Ms Michelle Moss, lecturer at various private, higher education institutions, offering special tourism education
- Ms Anita Nieuwoudt, senior lecturer at Tshwane North College
- Ms Lynne Phipson, travel industry representative
- Dr Ludwig Punt, Curriculum Planner for Tourism: Western Cape Education Department
- Dr Joseph Raputsoe, Director of RAPSEN Investments cc and Sedibeng Bed and Breakfast
- Prof Elmarie Slabbert, Professor and Programme Leader for Tourism Management at the North-West University (Potchefstroom Campus)

- Mr Tom Swart, Independent Consultant; IEB Internal Moderator for Tourism, Grade 12

- Ms Samantha van der Berg, Head of the Bidtravel Learnership Department

- Mr Sarel Visagie, Consultant: Stentor Consulting

2013 - 2014

- Ms Erica Cornelius, Head of Academy and Training Facilitator for the Gauteng Travel Academy

- Ms Carol-Anne Cairns: Independent Consultant BARSA

- Ms Elsabé Engelbrecht, Provincial Subject Co-ordinator for Tourism in the Northern Cape

- Ms Karen Kleintjies, Senior Curriculum Planner: NC (V) programmes: Hospitality, Tourism and Education and Development, FET Colleges in the Western Cape

- Dr Bukiwe Mbilini-Kuze, Deputy Chief Education Specialist for Services Subjects (Tourism, Hospitality Studies and Consumer Studies) in the Fort Beaufort District in ECED.

- Mr Tom Swart, Independent Consultant; IEB Internal Moderator for Tourism, Grade 12

STAKEHOLDERS AND OBSERVERS

- Ms Mmaabo Moloi, Project Manager, Culture, Arts, Tourism Hospitality and Sport Sector Education and Training Authority (CATHSSETA)

- Ms Nozuko Ngozi, Director: Northern Region KZN and Mpumalanga, National Department of Tourism (NDT)

- Ms Mothepane Sesele, Director: Domestic Tourism – Eastern Cape and Free State, National Department of Tourism (NDT)

- Mr Lulamile Stuurman, Deputy Director: Domestic Tourism – Eastern Cape, National Department of Tourism (NDT)

- Mr Zakhele Sibeko, Assistant Director in the Domestic Tourism Branch, National Department of Tourism

- Ms Cheryl Weston, Chief Education Specialist for Consumer Studies, Hospitality Studies and Tourism

Umalusi gratefully acknowledges the work of Mr Tom Swart who has acted as co-leader of the tourism research group since 2011, and who took up the huge task of the final interpretation of the team reports and the write-up of the findings in a composite report. His insights in the field are valued. Dr Celia Booyse wrote Chapter 2 and assisted Mr Swart in finalising the rest of the chapters in this report. Ms Elizabeth Burroughs wrote parts of the

executive summary and did the critical reading of the rest of the report. Her inputs are gratefully acknowledged.

Dr Charl Schutte edited the report. His work requires grateful recognition.

IeCommunication is responsible for the final design and layout and printing of the report. Their willingness to help when deadlines were tight is once more gratefully acknowledged.

Umalusi once again extends its thanks to all who have made this report possible.

CONTENTS

ACRONYMS AND ABBREVIATIONS

A Level	The General Certificate of Education Advanced Level (GCE A Level) is a school-leaving qualification offered by educational bodies in the UK and the British Crown dependencies
AS Level	The Advanced Subsidiary Level is the first part of the A Level qualification
AS	Assessment Standards
ATP	Annual Teaching Plan
BC	British Columbia, Canada
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
Doc	Document
DoE	Department of Education
FET	Further Education and Training phase
GET	General Education and Training phase
Gr	Grade
HEQC	Higher Education Quality Committee
HESA	Higher Education and Training
GTTP-SA	Global Travel and Tourism Partnership South Africa
L	Level
Los	Learning Outcomes
LPG	Learning Programme Guidelines
LTSM	Learning and Teaching Support Materials
n/a	Not available
NCS	National Curriculum Statement
n.d.	Not dated
NDT	National Department of Tourism
NGO	Non-governmental Organisation
NQ	National Qualification
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
p.	Page
pp.	Pages
PAT	Practical Assessment Task
PED	Provincial Education Department
QCC	The Qualifications, Curriculum and Certification unit in Umalusi
RNCS	Revised National Curriculum Statement (Grades 1 – 9)
SAG	Subject Assessment Guidelines
SATI	South African Tourism Initiative
SBA	School-Based Assessment
SLO	The Netherlands Institute for Curriculum Development
TBCSA	Tourism Business Council of South Africa
TGSA	Tourism Growth Strategy for South Africa
Umalusi	Quality Council for General and Further Education and Training
vs.	Versus

GLOSSARY

Applied Competence	Practical application of an ability or skill
Assessment Guidelines	Written guidance informing the assessment in a particular subject (See Assessment Guidelines below)
Core Subject	The set of subjects required in a specific programme
Elective Subject	Learners may choose from a set of elective subjects, such as Hospitality Services in the NC(V) Hospitality programme and Tourism Operations in the Tourism programme. Another elective subject chosen in the services curricula is New Venture Creation.
Exit Level	The level at which a certificate is awarded
Learning Outcome	An explanation of what is to be achieved by the learner through the learning process
National Senior Certificate	School-leaving NQF Level 4 qualification in the General and Further Education and Training Sub-framework, written after the completion of 12 years of learning
NQF Level	The ten levels that comprise the NQF. Level 4 is the school-leaving level.
Outcomes-Based Education (OBE)	The approach underpinning the NCS which places the emphasis on the learner's successful achievement of identified abilities
Subject Guidelines	Written guidance about the content of a subject
Teacher(s)	In Chapter 5, the word "teacher(s)" is used to describe teachers in the British Columbia investigation

EXECUTIVE SUMMARY

Research such as this is undertaken to build a clear picture of how the CAPS has – or has not fully – addressed the issues it was expected to deal with in terms of the intended changes to the National Curriculum Statement and how these changes affect the curriculum, and assessment of the NSC, the largest national qualification in education. Such research also informs the broader issue of the nature of the qualification itself: what its strengths might be, and what challenges its implementation presents to the institutions and staff offering it. In short, the research is undertaken with a commitment to ensuring a better understanding of the NSC for all involved. For that reason, it is necessary to provide a brief overview of curriculum development and change over the past nineteen years before presenting the research process and findings.

I. CURRICULUM DEVELOPMENT AND CHANGE IN SOUTH AFRICA 1995 – 2014

Questions about the quality of a curriculum and its implementation are not new, but continue to be asked as South Africa – and other countries across the globe – grapple with how best to educate the adults of the future.

 In 1995, just after the first democratic elections, the South African government carried out a national audit on teaching which revealed many disparities and problems. Two years later, in 1997, the Department of Education launched its new curriculum policy, Curriculum 2005, which in its ideology, content and pedagogical approach contrasted strongly with the curriculum in effect at the time. Curriculum 2005 was outcomes-based. It drew from curriculum models being used in some highly developed countries, and sought to place the South African curriculum among the most progressive internationally. This policy became a contested issue within South Africa (Department of Education, 2000), and so, in 2000, the then-Minister of Education set up a Curriculum Review Committee, which led to a more "streamlined" approach to the curriculum.

The revised policy and the ensuing debate caused even more confusion and uncertainty. The "cascade model" of in-service teacher education proved to be inadequate and training reached the schools in a much-diluted form. In 2002, the curriculum was reconstructed once again into a Revised National Curriculum Statement which was approved on 15 April 2002, and implemented in 2004 (Department of Basic Education, 2010:2–7). This revised version became known as the National Curriculum Statement (NCS). In 2008, the first set of Grade 12 national examinations were written and that group was the first to be awarded the National Senior Certificate, a 130-credit qualification at Level 4 on the NQF, which replaced the longstanding Senior Certificate.

In July 2009, the then-Minister of Basic Education, Naledi Pandor, appointed a panel of experts to investigate the nature of the challenges and problems experienced in implementing the National Curriculum Statement (NCS), and to develop a set of recommendations designed to improve its implementation. The Minister's brief was in response to wide-ranging verbal and written comments received over several years from a range of stakeholders such as teachers, parents, teacher unions, school management

and academics, on shortcomings in the implementation of the National Curriculum Statement (NCS). While the RNCS / NCS had positive support generally, there was nonetheless considerable criticism of various aspects of its implementation, including teacher overload, confusion and stress arising from inconsistencies in the documentation and demands on teachers' time, as well as widespread learner underperformance in international and local assessments.

While several minor interventions over time were intended to address some of the challenges of implementing the curriculum, these changes had failed to have the desired effect.

The 2009 review panel consequently set out to identify the challenges, particularly with reference to teachers and the quality of learning; to deliberate on how matters could be improved and to develop a set of practical interventions. The key areas identified for attention by the panel were the proliferation of curriculum policy and guideline documents, the transitions between grades and phases, assessment (particularly continuous assessment), the lack of Learning and Teaching Support Materials (particularly textbooks) and teacher support and training (for curriculum implementation).

As a result of the 2009 findings, the NCS was reviewed yet again in 2011. The amended NCS was called the CAPS, the Curriculum and Assessment Policy Statement (CAPS) (Department of Education (DoE), 2009a, 2009b; Pinnock, 2011). On 28 December 2012, the approval of the regulations pertaining to the amended NCS Grades R–12 was published in *Government Gazette No. 36041*. According to this Gazette, the CAPS document stipulates the aim, scope, content and assessment for each subject listed in the NCS Grades R–12 (Department of Basic Education (DBE), 2012:3).

II. ANALYSING THE "CURRICULUM" CONCEPT

There are numerous and conflicting definitions for the word "curriculum", but one of the most useful is a direct translation of the Dutch – and Afrikaans – word "leerplan", a plan for learning. Clearly "a plan for learning" could equally describe the timetable for an individual learner and, say, the documents that form the "primary sources of support and direction for learning and teaching in (an) educational system" (DoE, 2009a: 11).

The Netherlands Institute for Curriculum Development (SLO) has identified two vectors which serve to relate the many definitions of curriculum to one another, and which have helped to pinpoint the nature of the curricula which are considered in this research. At the same time, these identify the areas which cannot be addressed by research of this kind, but which nevertheless clearly require further attention.

The SLO analysis presented in *Curriculum in development* (Thijs & Van den Akker (Eds), 2009) identifies different levels at which a curriculum is represented and provides examples of the "products" associated with or applied at each of these levels. Table A summarises

the levels and the documents – all of which might reasonably be regarded as curricula – associated with that level.

Table A: Curriculum levels and associated curriculum documentation (adapted from Thijs &Van den Akker (Eds), 2009:9)		
Level	**Location**	**Examples**
SUPRA	International	• Common European Framework of Reference for Languages
MACRO	System, national	• Core objectives, attainment levels • Curriculum statements • Examinations programmes/assessment guidelines
MESO	School, college	• School programme • Educational programme
MICRO	Classroom, teacher	• Teaching plan, instructional materials • Module, course • Textbooks, learning and teaching materials (LTSM)
NANO	Learner, learner	• Personal plan for learning • Individual course of learning

The second dimension SLO identifies as different forms in which curricula can be represented. It calls these "curriculum representations", and these categories relate to distinctions, which Umalusi currently makes in its thinking about curricula. Umalusi distinguishes between the intended curriculum (as represented in the national curriculum documents), the enacted curriculum as it is implemented in classrooms, and the assessed curriculum. The SLO, however, draws the following, more finely-nuanced distinctions, as reflected in the table below.

Table B: Forms of curriculum (adapted from Thijs &Van den Akker (Eds), 2009:10)		
INTENDED	Ideal	Vision (rationale or basic philosophy underlying a curriculum)
	Formal/written	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED/ ENACTED	Perceived	Curriculum interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (curriculum in action)
ATTAINED/ ASSESSED	Experiential	Learning experiences as perceived by learners
	Learned/assessed	Resulting learning outcomes of learners

According to SLO, this six-way distinction, based on the work of Goodlad (1979) and Van den Akker (2003), is useful in the analysis of the processes and outcomes of curriculum innovation (in Thijs & Van den Akker, 2009:10). Using these two SLO vectors, it is apparent that the present NCS analysis deals with curriculum developed at and for the macro level, since it considers versions of the curriculum determined for the national educational system. Due to a change in theoretical framing of the curriculum and the approach implied for implementation, the CAPS deals with curriculum development on a meso level and, in instances, even on a micro level.

Though the focus of the research is on the intended curriculum, the findings and recommendations are intended to help make the necessary adjustments at the macro level in the belief that improvements to the curriculum documents will directly influence

the implementation of the curriculum in classrooms, performance in schools and certain experiential aspects of the curriculum, notably the practical assessment component of the subject.

III. UNDERTAKING THE RESEARCH

In 2009, tourism was identified as a priority economic sector in the government's Medium-Term Strategic Framework (MTSF), and as one of the six core pillars of growth in South Africa's New Growth Plan (October 2010). Similarly, the Industrial Policy Action Plan (IPAP2) identified tourism as one of the growth areas expected to contribute to the development of economic activity in rural areas and culture (National Tourism Sector Strategy, Feb 2011: 1 - 2). And so, the potential value of this subject in terms of the Growth Plan and South African economy has been kept in mind in this analysis.

Since Umalusi had no previous research experience in the fields of tourism and hospitality and consumer sciences, a great deal of energy first went into understanding the background to these subjects, their inception, rationale and the role of these subjects, both in the national qualifications – the NSC and the NC (V) – and in South African educational and economic context.

During this fact-finding process, Umalusi's willingness to listen and engage brought about an organic enlargement of the number of parties interested in the project, and as a result, the present research project includes both Departments of Education, the Independent Examination Board (IEB), Higher Education South Africa (HESA) and through it a number of prominent academics from several universities, the National Department of Tourism (NDT), representatives from industry and private colleges as well as the CATHSSETA. As a result of the number of stakeholders involved, much positive energy went into trying to understand the background to the subject, its inception, rationale and role in South African education and its economy.

While managing the process with representatives from such diverse bodies has not always been simple, it is clear that the benefits of this research project will extend well beyond this report. Bodies that have struggled with what it means to develop a curriculum will go away with a much richer understanding; departments which may not have fully understood the needs and dilemmas of other stakeholders, have come closer; industry has gained insight into educational processes, and education has learnt from industry's requirements. In short, what the project has come to embody are the benefits that accrue to all when work is undertaken in a truly collaborative spirit.

The research has included:

- A comparative analysis of the FET Phase National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS). Tourism is one of 15 subjects that Umalusi has evaluated. The reports on the eleven gateway subjects, Hospitality

Studies and Consumer Studies are reported on in single or clustered reports known collectively as *"What's in the CAPS package"?*

- Determining the entry-level requirements and exit-level outcomes for tourism in the FET Phase. As for the other subjects, the expected requirements for entering the phase and the assumed learner attainment exiting the phase were determined for tourism. Only the findings on expected exit-level outcomes for the subject of tourism are included in this report.

- A Practical Assessment Task (PAT) investigation. The investigation included practical assessment tasks in Consumer Studies, Hospitality Studies and Tourism. For Tourism, this investigation was extended to include an international search for models that could be considered for the South African context. The intent was to find examples of practice that would improve the quality of the current tourism PAT.

- The last part of the research in 2014 combined the 2012 web-based search with an international benchmarking of the CAPS using comparable curricula from Kenya, Singapore and British Columbia (Canada). The investigation also searched for factors in these curricula that could be locally considered to strengthen the CAPS.

The research findings about expected learner attainment marks a new direction in Umalusi's research. The attainment findings will serve as preparatory information for a longitudinal study that Umalusi plans to undertake in 2015, when the issue of the transition between the four phases of schooling will be fully addressed. The intent in the longitudinal study will be to examine critically the development of the major subjects across the twelve years of schooling. It is clear from the work Umalusi has already undertaken that the major discontinuities between phases create some of the difficulties currently experienced in the FET Phase of schooling.

IV. THE RESEARCH REPORT

This report, one in the series of reports titled *"What's in the CAPS package?"* is intended to provide advice to the Minister and the national and provincial departments, higher education institutions teaching Tourism, as well as other interested stakeholders, on the strengths and weaknesses of the CAPS. This report extends its scope not only to include the findings on the comparative analysis and expected exit-level outcomes in Grade 12, but also those from the NCS PAT investigation, the web-search done in 2012 and the benchmarking of the CAPS with selected international curricula. The structure of the report is:

CHAPTER 1 provides background on how the subject of Tourism came to be. It describes the initiation of Tourism as a subject in 1994 by the American Express Foundation from New York; the interest of various stakeholders and a non-governmental organisation in the subject, and the curriculum revisions undertaken by the DoE and later the DBE. Chapter 1 also briefly refers to the characteristics of the subject and provides an overview on the NCS and CAPS documents.

The Tourism NCS was implemented from 2006 and the subject has since grown and in 2014 delivered by 2 887 schools in the country. Whilst the massive growth in the number of schools offering Tourism as a subject has been a positive step, it has had enormous implications for the education system.   The concern raised is that many principals, schools, learners and parents still regard Tourism as the Standard Grade subject it was in 1996. It is still seen as an "easy" subject to be taken by learners who cannot do the more "difficult" subjects. Thus, learners are often moved to Tourism in Grade 11 or even Grade 12 because the subject supposedly does not require the same commitment and diligence as "difficult" subjects do.

Most principals, teachers, parents and learners do not understand that Tourism fits into the Practical Subjects cluster, together with Hospitality Studies and Consumer Studies. While they accept that the latter two subjects require commitment to practical time, they feel that tourism is merely a desk-top subject and do not understand the additional time that has to be committed practically. The fact that Tourism is not a designated subject still impacts on those taking it in Grade 12: "top" learners aiming at high degree points for university entrance avoid tourism as a subject.

Another concern raised is that currently no co-ordinated pre-service or in-service teacher education course is offered for teachers of Tourism. The Tourism Advanced Certificate in Education at UNISA, which offered in-service education, is in abeyance. So, a growing number of teachers unqualified to teach the subject are expected to teach Tourism, presumably in a way to help achieve the developmental goals for tourism in this country.

CHAPTER 2 outlines the background to the research done in 2013 and 2014, the research questions and the methodology used in this evaluation. It also explains how Umalusi undertook the research and indicates the extent of the work. The content and the application of the instruments used in the comparative analysis of the FET Phase National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS), and in determining the entry-level requirements and exit-level outcomes for Tourism in the FET Phase are explained.   The Practical Assessment Task (PAT) investigation, 2012 web-based search and the international benchmarking of the CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada) are also explained.

CHAPTER 3 presents the findings of the comparison of the **NCS** documents and the **CAPS** document.

It is apparent from the analysis that both curriculum documents contain a similar list of values, which include social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds, and share a common list of purposes. In this regard, the newer document is a re-packaging of the NCS. However, the analysis shows that the learner's role has shifted from being a participant in the learning process and a negotiator of meaning in the NCS to being a recipient of a body of pre-determined knowledge, and the teacher, who was clearly described in the NCS, does not warrant a mention in the CAPS introductory material. In other words, the shift has been towards a much more technical and traditional approach

toward teaching and learning, in which the more far-reaching aims of education for a living democracy have taken a back seat.

The following short summary of findings on each curriculum dimension evaluated is reported on in detail in Chapter 3.

Curriculum aims

The evaluation team found that the aims across three documents in the NCS were repetitive and overlapping. The CAPS corrects this by having a single set of succinct aims.

Content / skill coverage

The evaluation team concluded that the content across all three grades in both the NCS and the CAPS is substantial and comprehensively addresses the specific aims of Tourism.

While the NCS provides teachers with very clear skills to be learned, the CAPS by contrast, relies heavily on the teachers' deduction of skills to be learned, owing to the absence, in large part, of action verbs.

The NCS specifies higher order skills (e.g. evaluate, investigate, suggest, interpret, and make recommendations), while in the CAPS, when specified, skills are of a lower cognitive level (e.g. identify, describe, match, and explain). The team were concerned that even when higher order skills are specified (e.g. compare, differentiate, interpret, analyse), close analysis reveals that learners are still required to operate at a lower level of cognitive ability. This is particularly the case in CAPS for Grade 12.

The NCS content is divided into four learning outcomes that spiral over the three years of study. These are sub-divided into assessment standards. While the assessment standards are listed in specific numerical order, no guidance is given to teachers to unlock the significance or meaning of the numbering system: this numbering system does not easily assist the teachers to plan and pace their learning and teaching programmes. Thus the Learning Programme Guidelines were introduced to guide the teacher in learning programme design. While the Learning Programme Guidelines do, to a large extent, assist the teachers to plan and pace their learning and teaching programmes, they do not unlock the spiral curriculum.

On the other hand, in the CAPS content is clearly divided into four terms, consisting of ten weeks each. This makes it easy for the teacher to interpret, plan and pace his/her teaching. The document is logically sequenced, which leaves little room for misinterpretation.

Breadth

The evaluation team found that, while the NCS and the CAPS documents both have broad content coverage which fits generally with the tourism industry, both tend towards overload.

There is a greater breadth of content and concepts in the CAPS than in the NCS. From the four learning outcomes and 52 assessment standards of the NCS, the CAPS now has nine topics and 89 sub-topics. The CAPS omits content found in the NCS, notably teamwork and self-reflection on participation in a team; delivery of quality service; marketing of tourism ventures and products and government's strategy with regard to redressing past imbalances in tourism participation. The CAPS, on the other hand, has added content not in the NCS, which is listed and described in more detail in Chapter 3.

The evaluation team concluded that the CAPS improves on the NCS by specifying more clearly the content and concepts required of learners.

Curriculum specification

The NCS document was found to have a very low level of specification: teachers need to consult two other documents in order to get more detail on what to teach. In addition, the structure of this curriculum does not easily assist the teachers to plan and pace their learning and teaching programmes.

On the other hand, topics in the CAPS are clearly specified, making it easy for the teachers to interpret, plan and pace their teaching. The single document is logically sequenced which leaves little room for misinterpretation.

Curriculum design

The evaluation team felt that in general the spiral curriculum of the NCS affords learners the opportunity to move from a superficial grasp of topics to a more refined and powerful grasp. On the other hand, the discreet set of nine topics presented in a random order in the CAPS, may have the effect of limiting learners' conceptual development. In addition, the removal of the research and evaluation skills in the CAPS is likely to disadvantage learners who intend pursuing tertiary education and a career in tourism.

The addition of new content in the CAPS has expanded the breadth of knowledge, and in many cases, brought the curriculum up to date.

Content / skill weighting, emphasis and depth

The evaluation team noted that the NCS allocates four hours per week to Tourism. Teachers are required to pace topics across the 40 weeks in the year. No evidence was found of time allocation or weighting of topics per week or term. In order to allow for practical work which makes up 25% of the end-of-year promotion mark, the timetable is required to make provision for one double period of 80-90 minutes per week during which learners can do practical work.

Teaching plans are provided in the Learning Programme Guidelines for the NCS for Grades 10 – 12. These are developed to be completed over a period of four terms consisting of ten weeks each.

These time allocations were used to determine the weighting per topic expressed as a percentage of the total allocation of time per grade.

The percentage of time thus allocated to the four Learning Outcomes of the NCS over the three years of study, were thus:

1. Tourism as an interrelated system   18%
2. Responsible and sustainable tourism   21%
3. Tourism geography, attractions and travel trends   35%
4. Customer care and communication   27%

The evaluation team then considered the nine topics in the CAPS, and merged them with the four Learning Outcomes of the NCS. The approximate percentage of time allocated from GR 10-12 in the CAPS were found to be:

1. Tourism as an interrelated system   37%
2. Responsible and sustainable tourism   10%
3. Tourism geography, attractions and travel trends   42%
4. Customer care and communication   8%

Responsible and sustainable tourism has about half the weighting in the CAPS that it has in the NCS (10% as opposed to 21%). Conversely, Tourism as an interrelated system has more than double the weighting in the CAPS compared with NCS (37% and 18% respectively). This weighting occurs at the expense of Customer Care and communication where the 27% weighting in the NCS drops to 8% in the CAPS.

Depth

The spiral curriculum of the NCS presented learners with an opportunity over the three years to move from a superficial grasp of content to a more refined and powerful grasp, and also supported movement from lower order to higher order cognitive development.

This development was found to be more limited in the CAPS: where specified, most skills are of a lower cognitive level.

A notable exception is the process of compiling a tour plan in the CAPS which begins in Grade 10 with basic concepts, develops in Grade 11 into basic tour planning, and culminates in Grade 12 with a full fourteen-day tour plan. Here learners move from a superficial grasp, to a more powerful grasp of this topic.

Pacing

The team found that the NCS has a low stipulation of pacing for all three grades. Pacing is left to the teacher.

The CAPS, on the other hand, stipulates pacing for all three grades: weeks are clearly allocated to each of the topics.

Sequencing

The NCS has a low level of specification of sequencing over the three grades, while the CAPS was found to have a high level of sequence specification.

In the NCS, the four topics are not sequenced, but there is a reasoned ordering which places assessment standards in groupings per learning outcomes per grade. The CAPS, on the other hand, has a clear order in which topics are to be taught, but allowance is made for some discretion on the part of the teacher.

Specification of pedagogic approaches

Both documents have low levels of pedagogic specification, with the CAPS referring occasionally to Tourism-related pedagogy.

The NCS requires an outcomes-based, constructivist methodology, while the CAPS is content-based, requiring a transmission-based methodology.

Guidance for assessment

All assessment is guided by two generic, underpinning documents:

• The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement.

- The National Protocol for Assessment: Grades R – 12, which generically describes assessment processes across all subjects.

Both the NCS and CAPS are based on these two documents.

The NCS policy statement contains a general and a generic introduction to assessment. The NCS Subject Assessment Guidelines for Tourism specifies the forms of assessment and the required number of assessment tasks, together with their weighting for the final mark, from Grades 10 to 12 in annual programmes of assessment.

The NCS, in its Subject Assessment Guidelines document, requires tests, examinations, practical assessment tasks and other tasks, such as assignments, investigations and projects in the form of practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies.

The CAPS provides a subject-specific introduction which refers to informal and formal assessments. Types of assessments, examinations and practical assessment tasks and recording and reporting are also discussed. Teachers are provided with a clear understanding of the approach to assessment.

Specificity and clarity of guidance for assessment

The CAPS provides clear teaching plans across the three grades with formal assessment tasks integrated into these plans. Overall, the CAPS offers a clearer approach to assessment and moderation than the NCS, where teachers must integrate information from two different documents.

In the CAPS, few action verbs are detailed. It is likely that teachers will find it difficult to set questions reflecting the various cognitive levels. The NCS uses action verbs through all the assessment standards.

The NCS policy document and Subject Assessment Guidelines document contain assessment descriptors to guide teachers in their assessment of tasks.

Both sets of documents collapse Bloom's six-level taxonomy: the CAPS into three levels and the NCS into four levels. In both cases, it will be difficult for teachers to determine a true level of cognitive ability as different levels are combined into one new level. Thus in the highest level, which comprises evaluation and synthesis, a teacher may set all the questions at the level of evaluation, thus ignoring synthesis and still have the items scored at the highest level.

Integration

The evaluation team considered three dimensions of integration in the two sets of documents, namely the between-subject integration, intra-subject integration and between the subject and the everyday world and knowledge.

It is clear from the NCS documents that a high level of integration with subjects such as geography, hospitality and home languages is intended. The document does not explicitly link to the world of work other than citing members of the industry as resources.

Though the CAPS is not designed with a horizontal integration of subjects in mind, the evaluation team found a high level of integration intended for tourism with subjects such as life science, geography and mathematical Literacy.

In the CAPS, there is a moderate link to everyday knowledge but no clear link to the world of work and the specific jobs that can be found in the tourism industry.

Format and user-friendliness of the curriculum documentation

The NCS has three curriculum documents: the policy statement, the Learning Programme Guidelines and the Subject Assessment Guidelines, totalling approximately 129 pages. This documentation is not user friendly: the policy is a curriculum design document rather than a teacher's guide; sections are repeated slightly differently across documents; cross-referencing across documents is difficult when a section is bulleted in one document and numbered in another; the documents are time-consuming to read as they are difficult and cumbersome to navigate, creating frustration for the teacher.

The policy document and Learning Programme Guidelines do not give time frames for learning outcomes and assessment standards. Thus teachers must use their discretion in pacing the programme.

This lack of coherence and vagueness led to a number of interventions:

- a full-colour one-page framework developed by the National Business Initiative;
- a sizeable teacher support guide that gave explicit teaching methodology for tourism teachers, developed by the South African Tourism Initiative;
- the Content Framework for Tourism published by the Department of Basic Education;
- Learning and Teaching Support Materials for teachers developed by the Global Travel and Tourism Partnership South Africa.

It can be seen from the above why it became necessary to develop one single user-friendly document for teachers.

The CAPS document is user-friendly. It provides Annual Teaching Plans (ATPs) for teachers (though action verbs are not included to guide teachers). Time-frames are indicated in the ATPs. It contains a user-friendly curriculum overview.

The CAPS gives guidance with regard to the ideal tourism classroom environment; minimum resources needed by teachers and minimum resources needed by learners.

However, there is no minimum mark allocation per formal assessment task, nor does it give teachers enough information or examples of methodology to prepare for a lesson.

Overall, the evaluation team found the language in the CAPS to be accessible and understandable by teachers.

The structuring of knowledge in the NCS and the CAPS document

Statements of learning

Both the NCS and CAPS documents have clear statements of learning (Learning Outcomes and Assessment Criteria in the case of the former, and Topics in the latter case). However, the verbs indicating skills in the NCS are largely absent in the CAPS.

Disciplinary base and organisation of knowledge

The CAPS addresses industry-related omissions in the NCS such as: travel documents required visiting a given country; travel procedures; current technological advances within the industry; forms of payment when travelling internationally; heavier weighting for entrepreneurship within tourism; different types of promotional/advertising techniques; and professional image in the tourism industry. Generally the CAPS has wider content coverage than the NCS.

Comparing the Topics in the CAPS with the four NCS learning outcomes tourism, geography, attractions and travel trends are weighted approximately the same in the two curricula (42% and 43% respectively). Similarly, Sustainable and Responsible Tourism has a weighting of 18% in the NCS and 11% in the CAPS.

However, tourism as an interrelated system has more than double the weighting in the CAPS document compared with NCS (37% and 19% respectively). Communication and Customer Care drops from 27% in the NCS to 8% in the CAPS.

Curriculum coherence

The NCS is constructed as a spiralling curriculum in three of the four Learning Outcomes. The overarching principle of the CAPS is focused on acquisition of knowledge and concepts centred in a set of nine topics extended from the original four Learning Outcomes of the NCS. The CAPS does not have a discernible spiralling curriculum.

In the NCS, there is a reasoned, scaffolded progression that would develop concepts, content and skills within and over each of the three years. In the CAPS, while there is broad coverage of content knowledge and concepts, the scaffolding of skills is not discernible.

In the CAPS, strong progression is generally evident over the three years in terms of content knowledge. However, the content is generally in the form of "knowing what". There is, however, not an increase in depth of knowledge, nor in skills required, or a deepening in reasoning, or levels of difficulty across the three grades.

In the NCS, customer care and communication is central to the service ethic required in the tourism Industry. The CAPS, on the other hand, omits teamwork and reflexive thinking about a learner's "own contribution towards achieving service excellence…"

However, the CAPS does require teachers to incorporate the following three elements in their Annual Teaching Plan (ATP): awareness of career opportunities; awareness of service excellence; and awareness of South Africa as a tourist destination, but the Annual Teaching Plans do not address these three elements specifically. A teacher may thus miss this overarching awareness in planning.

Overall guidance and use of curriculum in the NCS and the CAPS document

The NCS documents are not user-friendly and difficult to use. However, they are comprehensive in providing the required information.

The CAPS is more specific and user-friendly, but, in the absence of action verbs in the sub-topics in the Annual Teaching Plan, insufficient guidance is provided for teachers with regard to teaching methodology and assessment.

The CAPS is better structured as an overall guidance document than the three documents of the NCS, insofar as the assessment and content are linked.

Neither curriculum contains specific teaching methodology guidance.

Social impact of the NCS and the CAPS document

Both documents refer to human rights, inclusivity, environmental and social justice, infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

There is broad agreement between the NCS and the CAPS regarding the envisaged learner. However, the values stated in the CAPS are more generic and not directly related to the tourism field as is the case in the NCS documents.

Implications for country, industry, teachers and learners

The underpinning values of both curriculum documents prepare the learners to be more responsible citizens who are sensitive to societal issues.

Both the NCS documents and the CAPS address tourism as an industry. The CAPS has a broader tourism content focus (including current tourism industry trends and technology) than the NCS does. The CAPS now makes allowance for updates in tourism trends.

The evaluation team felt that the diminished Customer Care and Communication focus in the CAPS document is problematic. It acknowledges the CAPS requirement that "awareness of service excellence" must be incorporated throughout the teaching of the subject Tourism, whether it is indicated in the Annual Teaching Plan or not. However, it is not clear how it will be incorporated or assessed.

Moreover, in the CAPS, team work and reflexivity on the learner's performance in a team is totally excluded. The evaluation team consider these skills, attitudes and values as central to the tourism industry.

The content knowledge of both curricula serve as a base to articulate with tourism as a field of study or related fields in higher education. However, in terms of skills, learners emerging from the CAPS programme may not be as well prepared in higher order skills such as research and reporting, analytical thinking and reflexivity as they would emerging from the NCS.

It is not the aim of either curriculum to prepare learners for the world of work. However, learners from both curricula should be entering the tourism industry with a basic knowledge of the industry.

Recommendations

Based on its findings, the evaluation team recommends:

1. The evaluation team strongly recommends that in the next curriculum revision, curriculum development experts should be included in the revision teams so as to strengthen the design of the curriculum: the CAPS is now strong in tourism content, will benefit from a design that strengthens the development of skills, both practical and cognitive, across the three years.

2. The subject-specific aims in the NCS should be included in the CAPS.

3. The CAPS should include a full description of the kind of learner envisaged for tourism. The NCS provides a starting point for this. This would provide a clearer set of exit outcomes for the subject.

4. The spiral curriculum of the NCS (with its attendant development of knowledge, skills, attitudes and values) should be revisited as a basis for reworking the CAPS document.

5. It is necessary to ensure higher order thinking across all three grades. The CAPS speaks of "high knowledge and high skills" as part of the general aims of the South African Curriculum. This must be made evident in the sub-topics of the Annual Teaching Plan.

6. The sub-topics in the CAPS must contain action verbs to assist teachers in determining the best methodology and assessment practice to guide learners in their learning.

7. The cognitive demand should be strengthened in Grade 12 as an exit point into higher education or the workplace. Thus the evaluative investigation required as a kind of task in the NCS should be strengthened in the CAPS. This can be done by moving low-level recall of knowledge to one of the lower grades and replacing it with higher-order skills such as reflection and creation.

8. The number of cognitive levels for assessment should be increased from the present three to six as reflected in the revised Bloom's taxonomy.

9. Suggestions for teaching strategies and assessment tasks for each of the sub-topics in the CAPS should be provided to assist teachers. In addition, teachers would also be assisted with suggested resources for each sub-topic in the CAPS. Guidance should also be provided for teachers regarding the minimum mark allocation for all assessment tasks in the CAPS.

10. Sustainable and Responsible Tourism in the CAPS should be revisited to provide a clear uninterrupted spiral of knowledge, skills, values and attitudes over all the three years of learning, avoiding repetition in any of the three years.

11. Customer Care and Communication, particularly service excellence skills, should be strengthened in the CAPS as these are generally considered to be the crux of service in the tourism industry.

12. *Entrepreneurship*, while present in Grade 11, should feature incrementally in all three grades culminating in the practising of actual entrepreneurship skills which could be coupled with marketing skills.

13. The overview in the CAPS (pp. 10-11) is worryingly inconsistent with the content set out in the teaching plans (pp. 13-38). The two sections must be brought in line with one another.

CHAPTER 4 presents the evaluation team's analysis of the expected learner attainment at FET exit level from an analysis of the CAPS. The findings presented arise from the evaluation team's analysis of the content, skills, competencies as well as the kinds of thinking expected by the topics in the CAPS at Grade 12 level.

Key content, skills or competencies omitted

The evaluation team noted that "service excellence" and "entrepreneurship" in the tourism sector in general have not been given the emphasis they require in the curriculum. Both the National Department of Tourism and the tourism industry prioritise these skills in a variety of national and specific programmes. Since these respond to the economic imperatives of the country, a high school tourism curriculum should do likewise, particularly at school-leaving level.

The evaluation team found that, in its current format, the CAPS either introduces new information at the same cognitive level, or it fragments concepts and spreads these over the three years, without increasing the cognitive level.

In the evaluation team's opinion, thinking skills of evaluation and synthesising (creating) are largely absent from the examined Grade 12 curriculum (with the exception of the development of a tour plan for the practical assessment task). The curriculum in this grade emphasises the ability to understand (comprehend) and apply. The evaluation team feels that a learner at this level should be doing independent research using primary sources and demonstrating all the attendant skills such as reflexive thinking, report writing and oral presentation. These higher order cognitive skills will stand the learner in good stead at higher education level and in the industry which requires thinking, reflexive and responsive employees.

The appropriateness of emphasis in terms of the broad content areas across the whole phase

The nine topics (with the evaluation team's addition of field trips) across the three grades broadly cover what the team considers appropriate for a Tourism curriculum in the FET Phase.

However, the team feels that the ordering of and the superficial splits in the nine topics of the curriculum tend to fragment the learning experience. This impedes learners' ability to see tourism as an integrated system. Furthermore, this approach does not promote integration of concepts and has a negative impact on the nature and level of assessment that can be applied.

In considering the outcomes, the evaluation once again commented that the spiral approach to curriculum of the NCS should be revisited. Conceptualised as four integrated organisers, the NCS facilitated holistic conceptual thinking, rather than the fragmented reproduction of facts. So, any revision of the CAPS should be structured around fewer integrated organisers which provide greater depth, rather than the present width of the nine topics.

With specific reference to the topic, World icons, in Grade 12, the evaluation team felt that this content, which requires low level recall, is not appropriate at this level. It should be moved to map work and tour planning in Grade 10, where it more appropriately belongs.

The appropriateness of emphasis in terms of the cognitive skills specified and/or implied across the whole phase

In considering exit level attainment, the evaluation team again noted the emphasis on lower order cognitive skills throughout the three-year curriculum – at the expense of higher order skills, a matter for concern, particularly in Grade 12.

The evaluation team made the following suggestions to strengthen the levels of cognitive demand in particular in Grade 12:

1. "Service excellence" with teamwork and reflection on the learner's own performance should be re-introduced. Learners should be required to do action/ reflection research. This would assist learners as future employees and/or as tertiary students. .

2. "Political situations and unforeseen occurrences of international significance" should require the investigation of current events and their impact on tourism.

3. "Factors contributing to the success of a tourism attraction" can be strengthened by requiring learners to do a contextual study of an attraction, draw conclusions from their research and present a report.

4. "Marketing South Africa as a tourism destination" could require learners to do a case study of a tourism business that exhibits at the annual tourism Indaba, noting how the benefits are translated into increased tourism – this would include the benefits to the business, the community and the country as a whole. This study could be linked to "Global events of international significance", with the inclusion of research on the kinds of facilities that the host city needs to put in place in order to ensure a

safe and successful event such as the tourism Indaba. The evaluation team felt that such a study will enable learners to understand at first hand the interrelatedness of the tourism industry and the benefits that accrue to all stakeholders.

5.   "The three pillars of sustainable tourism" could, for example, require learners to develop a tourism attraction based on what is available in their immediate community. The activity could take into account the triple bottom line approach. The end result should be presented in report form and an oral presentation. Again, this activity could be linked to "Responsible tourism and tourists", "Professional image in the tourism industry", "Conditions of employment" and "The purpose and value of a code of conduct". Such a project would help learners to understand the interrelationship between tourism and society, both at a personal and at a community level. It also facilitates integrated assessment.

The fragmentation of topics into weeks militates against such an approach – hence the evaluation team's recommendation that the curriculum be re-conceptualised into a few, integrated organisers that facilitate deeper, more holistic thinking, rather than the fragmented reproduction of facts in weekly slots. This approach would provide greater depth too.

The recommendation that curriculum development experts should be included along with the content specialists in the next revision emerged once more in this section of the research. The CAPS Tourism document is strong, but would benefit from strong curriculum design input.

CHAPTER 5 presents the international benchmarking of the CAPS document, undertaken by analysing six tourism curricula:

The international benchmarking process consisted of a web-based research study of the –

•   Hong Kong Diploma of Secondary Education (HKDSE): Tourism and Hospitality Studies;

•   British GCSE-Level Tourism;

•   Netherlands Vocational Programme – Tourism

and a more intensive study of the tourism curricula for –

•   Level 11 and 12 Tourism in British Columbia, Canada;

•   Cambridge AS and A Level Tourism;

•   The international "Passport to the World".

In its analysis of the first three curricula, the evaluation team was required to extrapolate pointers for best practice. These are detailed below:

- **Hong Kong: Tourism and Hospitality Studies**

  Curriculum structure that allows for diverse learner interest

  The Hong Kong Tourism and Hospitality Studies programme is structured so that learners can align the direction of their studies in tourism and hospitality to suit their field of interest. A feature is the generic first year, followed by two years of specific interest studies.

  Alignment

  The curriculum, pedagogy and assessment of the senior secondary curriculum are well aligned. While learning and teaching strategies form an integral part of the curriculum and are conducive to promoting learning to learn and whole-person development, assessment is recognised not only as a means to gauge performance but also as a way to improve learning.

  Wide range of learning experiences

  The curriculum encourages learners to work independently and in groups, and to present their materials in interesting and innovative forms. It also provides opportunities for a wide range of learning experiences that offer appropriate levels of challenge for learners of different abilities at senior secondary level.

  Emphasis on networking with industry

  In order to deliver this curriculum effectively, a good working relationship with the industry is encouraged. The industry is the main source of useful brochures, map guides, videos and magazines. Teachers are strongly advised to invite subject experts from the local tourism and hotel authorities, travel-related and accommodation establishments. By using action verbs in the combination of core content and skills, the curriculum ensures that learners exiting the phase are prepared for a career in tourism.

  The verbs "develop" and "organise" feature regularly in the content focuses and teachers are guided to incorporate these skills into lessons.

- **British GCSE-Level: Leisure and Tourism (2LT01)**

  Curriculum structure

  The overall internal disciplinary principles are evident in the sequencing and progression.

There is a good balance of tourism knowledge / conceptualization and application to the tourism industry / workplace. There is clear coverage of all levels of Bloom's Taxonomy.

Investigation and research

Stress is placed on investigation and research.

Quality of written communication

The curriculum emphasises the quality of written communication by assessing learners on their ability to write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear. They are expected to select and use a form and style of writing appropriate to purpose and to complex subject matter; to organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

- **The Netherlands: Vocational Programme - Tourism**

Importance of vocational education

Vocational education is regarded as the backbone to Dutch economic development. Vocational training is introduced at school secondary level, either as pre-vocational secondary training or as secondary vocational training. Both these pathways lead to further vocational levels. Learners can study on four levels of difficulty, the highest level being a more theoretical pathway.

Preparation for industry

By using action verbs in the combination of core content and skills, the curriculum ensures that learners exiting the phase are prepared for a career in tourism, e.g. the verbs, "develop" and "organise" feature regularly in the content focuses.

Second international curriculum comparison

In this more in-depth benchmarking evaluation, the CAPS document was compared with the Level 11 and 12 Tourism in British Columbia, Canada; Cambridge AS and A Level Tourism, and the Passport to the World: An Introduction to Travel and Tourism developed by the Global Travel and Tourism Programme.

Number of curriculum documents

The number of curriculum documents range from one (British Columbia and AS and A Level) to three (CAPS) to 23 (Passport to the World). The total number of pages range from 45 (British Columbia) to 59 (Cambridge AS and A Level) to 158 (CAPS) to 246 (Passport to the World).

The evaluation team described the user-friendliness of the documents as "good" for the CAPS document, AS and A Level, and Passport to the World. By contrast, British Columbia's documents were described as "moderately good", while the documents accompanying the CAPS document (National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement and the National Protocol for Assessment) were considered to be "poor".

The evaluation team considered the documents of all four curricula evaluated to have a "good" accessibility of language for their readers.

Two documents (AS and A Level and Passport to the World) were adjudged to have a "good" internal alignment, while the CAPS document and British Columbia documents were adjudged "moderately" aligned.

The central design principle of the CAPS document and Passport to the World is topic-based, while the British Columbia and AS and A Level are seen as outcomes-based by the evaluation team.

Curriculum objectives

The subject-specific objectives of the CAPS document were seen as atomistic, written as topic headings. The British Columbia subject-specific objectives, while very similar to the CAPS objectives, are more integrated. Moreover, the British Columbia curriculum has a number of industry-specific objectives not present in the CAPS document, reflecting the stress laid on industry experience in this curriculum. The same is true of the subject-specific objectives of the Passport to the World. The AS and A Level curriculum takes a much more holistic approach: in contrast to the three curricula above, this curriculum looks at the industry as a whole, focusing on scale and importance, impacts and responses to change and requires learners to position themselves in this bigger picture.

Content / skill coverage: breadth and depth

The CAPS document was judged to be the broadest of the four curricula, with the most sub-topics – 84 in all. The Cambridge A Level document has 66 sub-topics; the British Columbian curriculum 54 sub-topics and the Passport to the World has 32 sub-topics.

The evaluation team is of the opinion that a curriculum with many sub-topics will be more difficult to master for a learner with barriers such as language. In South Africa, where the majority of learners are not first-language English speakers, the breadth of the CAPS is likely to pose challenges.

Despite its breadth, the CAPS does not address the following topics covered in the other three curricula:

- responsibilities required in the workplace; the attributes and attitudes required in the workplace, through practical self-analysis; safety in the workplace" (British Columbia);

- classifying travel and tourism companies; travel and tourism industry careers; defining destinations; destinations and sustainability; choosing destinations; communication and culture; respecting other cultures; impact of travel and tourism on culture; understanding customer service; understanding travellers' motivations; Global Distribution Systems (GDS) simulations; new and future GDS Technology.

These findings are presented in detail in **Annexure C: Table of detailed content coverage in the CAPS document and the three international curriculums** at the end of this report.

Of the four curricula evaluated, the evaluation team considered the CAPS to be the shallowest, while the AS and A Level curriculum has the greatest depth. The CAPS document has, it seems, sacrificed depth for breadth.

Specification of topics

The CAPS, the British Columbian curriculum, and the Passport to the World have a high degree of specification with little chance for multiple interpretations. On the other hand, the British Columbia curriculum is moderately specified: some generic statements /skills or some topics are underspecified.

Content / skill coverage

The content in the CAPS is substantial and comprehensively addresses the specific aims of tourism as detailed in the document. It does rely heavily on the teachers' deduction of skills to be learned, since few action verbs are linked to the content. Where skills are specified in the CAPS, these are relatively undemanding cognitively (e.g. identify, describe, match, explain). Even when higher order skills are specified (e.g. compare, differentiate, interpret, analyse), close analysis reveals that learners are still required to operate at a fairly low level of difficulty. Of major significance is the fact that the CAPS requires no research and investigative skills (e.g. report, make recommendations, investigate, explore, suggest ways, source information).

The British Columbia curriculum uses action verbs in the Suggested Achievement Indicators, thus giving a clear indication of the skills required. In terms of content, the curriculum does not display a strong academic or discipline-based approach. Rather, it is designed to help the learner make the transition from school to work, providing activities to enable learners to apply practically a range of concepts in the workplace.

In terms of content, the AS and A Level curriculum is based on a strong, discipline-based approach which reflects the travel and tourism industry and customer care and communication. In terms of skills, the curriculum stresses demonstration of knowledge, understanding and skills; application of knowledge, understanding and skills; analysis and research; as well as evaluation and decision-making.

The Passport to the World curriculum does not follow a strict discipline-based approach to content. Rather, it is constructivist, allowing learners to explore, reconstruct and create authentic classroom products and activities through research, investigation and experiential learning, enabling learners to become information-producers rather than information-storers. In terms of skills, it enables learners to explore, analyse, classify, synthesise and to engage in high-level thinking processes.

Curriculum weighting and emphasis

The evaluation team found great difficulty comparing the weighting of the four curricula. Cambridge A and AS Level gives no indication of time allocation per topic. The British Columbian curriculum allocates equal time for all topics, and hence it was concluded, equal weighting of topics across both levels.

The evaluation team could draw conclusions about the weighting of the other two curricula:

- The CAPS document has the greatest weighting for tourism sectors across the three grades (27%);
- Passport to the World has the greatest weighting for Destinations and Travel Technology (20.7% each).

Curriculum pacing

While it was not possible to draw any conclusion about the ratio of topics to teaching time for AS and A Level, the evaluation team calculated that the Passport to the World had the highest ratio (0.279:1), the British Columbian curriculum the next highest (0.033 :1) and the CAPS document the lowest ratio of topics to teaching time at 0.021:1.

Curriculum progression and sequencing

Both the CAPS and the Passport to the World were considered to have a weak progression within grades / topics by the evaluation team.

The AS and A Level curriculum was regarded as having moderate progression within each of the levels, while the British Columbian curriculum was judged to have strong progression within each of the years.

Considering progression from level to level, the evaluation team judged both the CAPS and the British Columbian curriculum as having strong progression from grade to grade / year to year, while the Cambridge curriculum shows moderate progression from AS to A Level. The progression could not be determined for the Passport to the World, since this curriculum is made up of a set of discrete units.

Specification of pedagogic approaches

The curriculum with the most guidance regarding the preferred subject-specific pedagogic approach is the Passport to the World; the least guidance is provided in the AS and A Level curriculum. Both the CAPS and British Columbian curriculum have low pedagogic specificity.

With the exception of the CAPS, the common approach in the other three curricula is a learner-centred approach, where learners take ownership of their own learning through real life exploration, investigative research and experiential learning.

Assessment guidance

The CAPS and the AS and A Level prescribe the number and types of formative assessment that learners must complete: in the CAPS, this ranges from 6 to 7 assessments, depending on the grade; the AS and A Level prescribes 2 to 4 assessments per level. Both favour written examinations to determine learner competency.

On the other hand, both British Columbia and the Passport to the World have a more flexible approach to assessment, determined by the teacher and the learner. They suggest a diverse range of assessments, for example, samples of learner work, oral and written reports, journals and learning logs, field trip reports, case studies, observation models/constructions, tests and presentations. This approach forms a stark contrast to the focus on tests and examinations prescribed in the CAPS and AS and A Level curriculum.

Curriculum coherence

In terms of a logical, hierarchical sequence of knowledge, sensible shifts in content, evidence of a particular form of reasoning and a conceptual logic in the ordering of the knowledge, the CAPS displays coherence in terms of content knowledge through the progression over the three years, in eight of the nine topics.

In the British Columbian curriculum, progression is evident between Tourism 11 and 12. The same applies for integration as learning is practised in Tourism 12 and the application is directly linked to tasks that exist in a range of sectors within the tourism industry. Specialisation areas are offered as electives to prepare learners to enter the workplace or to allow the learner to enter higher fields of learning.

The evaluation team felt that the AS and A Level curriculum displays a high level of coherence. The content and skills required in each of the four examination papers follow a logical internal flow.

The six units of the Passport to the World curriculum have very little integration among them.

Factors emerging from international curricula

The evaluation team highlighted critical factors that appear in the international curricula and which should be considered in the South African context.

The British Columbian curriculum takes measured steps from "generic or introductory" to painting a broad picture of the tourism sector before moving to "specialisation". One could infer that the curriculum is ultimately designed to meet specific needs rather than trying to be "all things to all people". It takes into account the needs of the local region, the teachers and the learners' need for job placement.

These aims are further supported by the use of Local Advisory Groups, consisting of local industry/business, communities and those offering post-secondary/higher education in the design of the curriculum and in the implementation of the programme.

Emphasis is also placed on preparing the learners to understand their own strengths and weaknesses, to help them make informed career choices.

This curriculum requires each teacher to be a specialist teacher in the subject being taught. Teachers must do additional research, keep abreast of industry changes and maintain excellent relationships with the industry sectors in which they hope to place their learners.

The AS and A Level curriculum is conceptualised in terms of six overarching, holistic topics, with the flow from topic to topic clearly discernible. The Cambridge learner would emerge

from the course with an integrated insight into the whole tourism industry. Moreover, the smaller number of topics allows for a greater exploration of depth within each.

The assessment objectives articulated in this curriculum require higher order thinking: as much as 30% is allocated in the examinations to evaluation and decision-making.

In the AS and A Level Paper 2, the practical project requires candidates to apply industry knowledge in the planning, conducting and evaluating of a travel and tourism event. This project requires two of the central skills in travel and tourism: demonstrating essential business and customer service skills.

The Passport to the World curriculum is learner-centred with a focus on acquiring knowledge about the industry; experience in the industry; skills related to tourism; attitudes and values needed in the industry. Learners have multiple opportunities to develop and master these competencies during the programme.

Recommendations

1. The evaluation team recommends that research confirming the number and nature of available jobs should be completed for each local region to determine whether job opportunities exist for learners before the school/s in the area are permitted to offer the subject. In order to accomplish this, curriculum development should include all stakeholders (for instance local business, communities, FET/HE, as is the case with the British Columbia Level 11 and 12 curriculum).

2. It is recommended that the CAPS be adapted to ensure greater integration of the content while paying particular attention and taking into account the knowledge, skills, attitudes and values required for specific occupations in the various tourism sectors/sub-sectors, as in the case of the British Columbian curriculum. This requires a review of the existing curriculum content in order to make it serve as an introductory level, followed by areas of specialisation for learners interested in entering a particular career in tourism. Entrepreneurship should be considered as an "elective" and the content should be integrated and contextualised to the sub-sector selected by the learner, as opposed to its being offered as a purely conceptual topic.

3. The CAPS should emulate the clarity of the Suggested Achievement Indicators in the British Columbian document, by associating clear action verbs with each of the topics, detailing exactly what the learner must know and do, coupled with range statements to assist with understanding the depth/breadth of coverage required.

4. The CAPS should re-introduce workplace experience, as in the case of the British Columbian curriculum, which requires at least 30 hours of work placement. Where which are linked in some way to the tourism sectors, could be implemented. This alternative must provide for the development of attributes and skills needed to operate in the professional tourism industry, namely a positive attitude, responsibility towards work, how to adapt performance in the workplace, and willingness to

learn, which are critical to functioning in the world of work. Local industry employers and/or professionals could be invited to assist in this process and learners could be tasked to perform duties under the guidance of these employers/professionals.

5. In addition, as in the British Columbia curriculum, additional value-added short courses, aligned to a given tourism sub-sector, should be offered by external (local and/or international) providers. Recognition for courses like these should be allowed for in the CAPS, in order to facilitate additional workplace-centred learning.

6. The CAPS would also do well to emulate the overarching, holistic topics of the AS and A Level curriculum, rather than the nine rather atomistic topics, some of which are really sub-topics. A learner would then emerge from the course with a more integrated view than is currently possible.

7. The CAPS should also, as is the case with the AS and A Level, strive for narrower breadth of coverage of topics with greater depth of insight, allowing for the development of higher order cognitive skills such evaluation and decision making, including reflective thinking as required in the AS and A Level.

8. The Practical Assessment Task required in the CAPS could learn much from the AS and A Level Paper 2, which comprises a practical project requiring candidates to apply industry knowledge in the planning, conducting and evaluating of a travel and tourism event. This project requires the exercise of two of the central skills in travel and tourism: demonstrating essential business- and customer service skills. The PAT could adapt this type of project for Grade 12 in the South African context, particularly since it requires higher-order thinking – evaluation, decision making and self-reflection.

9. The evaluation team recommends that Tourism be offered only at schools where learners will have the opportunity to be exposed to the tourism industry and where opportunities exist for out-of-the-classroom learning such as field trips, job shadowing and experiential learning, as in the case of the Passport to the World curriculum, which leans heavily towards opportunities for real-life explorations through research and investigation.

10. The CAPS currently outlines the content and concepts for each topic. Most of these topics are at a superficial knowledge level and could be expanded to include higher-order conceptualisation and skills development over a narrower, deeper curriculum. Such a curriculum, spiralling across the three years of study, with clear progression in terms of breadth and depth, should ultimately produce learners who are able to explore, analyse, classify, synthesise and evaluate and who can reflexively engage in high-level thinking processes, as in the Passport to the World curriculum, which also uses action verbs to indicate clearly what is expected of learners and at what level.

11. The evaluation team also recommends the introduction of a Tourism Assessment Workbook for learners, similar to the Assessment Worksheets in the Passport to the World curriculum, since these can be a valuable learning and teaching resource, particularly with the present inconsistencies in teacher capacity.

CHAPTER 6 gives an account of the investigation of the 2013 NCS Tourism Practical Assessment Task (PAT).

The chapter first considers the intention of the Tourism PAT as outlined in the Department of Basic Education's *Subject Assessment Guidelines*. The PAT is intended to

- showcase the learner's understanding of the tourism industry as a dynamic economic sector;

- enhance the knowledge, skills and values learners acquired in the different grades;

- provide the opportunity for learners to engage in their own learning by establishing connections to life outside the classroom, addressing real world challenges, and developing life skills;

- cover parts of the curriculum that are difficult to assess in the theoretical examination;

- demonstrate applied competence through open-ended questions on different cognitive levels.

The process of assessment, moderation and final weighting of the marks obtained are also detailed.

Using the 2013 guidelines for the Grade 12 PAT, this investigation seeks to establish the types of cognitive processes employed in the PAT; what types of knowledge learners deal with in the PAT; and how the quality and usefulness of the PAT could be strengthened.

In order to do this, the evaluation team used an instrument that measures the level of reproductive and productive skills employed in the PAT in terms of cognitive, psychomotor, reactive and interactive categories required. In addition, the instrument measures the difficulty or ease of questions in the PAT, based on their content, the nature of the stimulus, the process required by the task or the complexity of the expected response.

The evaluators' impression is that the 2013 PAT guidelines is a logically sequenced, user-friendly, well-structured, clear document that should contribute to the successful execution of the task. However, they also felt that the actual Practical Assessment Task does not fulfil these aims and purposes bulleted above. The team argued strongly that the PAT in its current format is a low-level desktop research task disguised as a practical task.

Furthermore, the evaluation team argued that this PAT cannot be considered a fair assessment as it advantages well-resourced schools and economically-privileged learners with access to research material: more than 80% of the task requires learners merely to copy directly from sources.

Moreover, the individual tasks within the PAT do not require or help develop the necessary research skills such as collecting, organising and analysing information; applying existing information to a new context; synthesising information; problem solving; critical and logical thinking; advanced writing skills.

The format of presentation is prescribed with templates provided. Learners are not allowed to deviate at all from these. Should a learner deviate even slightly from this format, the learner is penalised.

A close analysis of the PAT indicated that almost half of the marks allocated require simple reproduction (known content, concepts, and application in familiar contexts). More than 80% of the PAT requires learners to reproduce information, calling into question the PAT's practical nature: 11% of marks allocated in the PAT require interactive skills; 7% are allocated to psychomotor skills, and only 2 % of the of the PAT assesses reactive productive ability (reacting to stimuli and interacting with others to recommend, interpret, justify, consult, narrate, present, argue for, develop and explain, formulate new ideas, make judgements, negotiate, promote verbally and protest). The team therefore concluded that the PAT is far too theoretical and fails to give learners opportunities to demonstrate their practical abilities.

Furthermore, the level of complexity and skills demanded by most of the items in the task cannot be considered an appropriate level of performance for a Grade 12: 55 % of the marks allocated were found to be easy, while 41% were moderately difficult.

The actual PAT was found to be non-compliant with the cognitive levels required in the Subject Assessment Guidelines: 96% of the questions require remembering knowledge and understanding; while the percentage recommended for these two categories is 60%. These questions were also found to be pitched at an easy level, both in terms of the way in which the tasks were set and in terms of what the learners were expected to deliver.

While teachers are expected to assess each learner's PAT, the evaluation team found that the assessment guidance for teachers lacks clarity: one line cannot assist teachers to make sound judgements. The consequence of these vague statements is the possibility of multiple interpretations which could result in different assessors reaching different conclusions. The PAT results are thus likely to be inconsistent because of the lack of specificity in the assessment instrument.

Bearing in mind that the PAT is intended as an extension of the formal exit examination paper, the evaluation team is of the opinion that the 2013 PAT, a desktop research task disguised as a practical assessment task, cannot successfully assess practical abilities.

The evaluation team suggests that to strengthen the quality and usefulness of the PAT, the DBE must review the structure, the design features and the requirements of the PAT, including determining more appropriate skills levels and a more rigorous perspective on the cognitive/ practical demand required of Grade 12 learners.

However, a cosmetic make-over of the PAT will not address the difficulties and challenges experienced with other dimensions of the PAT. The content and nature of the subject, the overall administration of the PAT, the inequalities in availability and quality of resources needed to complete the PAT, the content knowledge of teachers and their ability to assess accurately and fairly are but a few aspects that need to be consciously addressed.

CHAPTER 7 presents examples of good practice from the international research which could inform the revision of the Practical Assessment Task. The evaluation identified three categories of practical approaches, with an example of each:

- Practical projects: Cambridge AS and A Level

- Industry Workplace Experience: British Columbia Level 12

- Written practical task: AQA (Assessment and Qualifications Alliance) A Level

As a point of departure, the evaluation team considered the status quo of the PAT through a SWOT analysis. This provided the lens through which the international examples were examined.

Cambridge AS and A Level

Paper 2: "Planning and Managing a Travel and Tourism Event" is a practical project that requires candidates to apply industry knowledge in the planning, conducting and evaluating of a travel and tourism event. As one of four papers required in A Level Tourism, it comprises 25% of the final result.

Paper 2 draws on all the theoretical learning undertaken for Paper 1, viz. features of the industry; the management and development of tourist destinations; and the principles of customer service.

This project requires learners to demonstrate two of the central skills in Travel and Tourism, that is, essential business skills and customer service skills. Candidates are required to:

- Produce a business plan for a specific Travel and Tourism event

- Produce a record of their involvement in carrying out the event

- Evaluate their role in the event and the effectiveness of a team in achieving the event's objectives.

The evaluation team identified these pointers to best practice: the requirements for this project are broad enough to allow a learner to choose his/her own event linked to the Travel and Tourism programme; the requirements for each of the stages are very clearly outlined for learners; the teacher guidance for guiding learners through every stage is also very specific; the teacher guidance for assessing course work is equally specific, since holistic assessment rubrics are provided that focus on broad competency statements rather than atomistic detail. The performance indicators are very clear and comprehensive, allowing for consistent judgement.

The evaluation team considered these holistic rubrics as probably the most important pointer for best practice for the PAT. The rubrics use these four broad marking criteria:

- Demonstration of knowledge, skills and understanding

- Application of knowledge, skills and understanding in terms of the candidate's contribution to the planning, preparation and running of the group project

- Evidence of analysis and research when assessing the feasibility of the selected group project and when managing the project

- Evaluation and decision-making to make judgements, draw conclusions and make recommendations about key issues and problems

British Columbia – Tourism Year 11 and 12

A module entitled "Tourism Industry Experience", is included in Tourism 12. This module should consist of approximately 30 hours of work placement. This takes the form of:

- a work experience placement;

- community-based functions (i.e. for instance charitable banquets or events) where learners work with local industry employers and/or professionals;

- school-based functions (i.e. charitable banquets, convocation receptions, tournaments, or other events) where learners work with local industry employers and/or professionals.

This module gives learners the opportunity to practise and demonstrate their skills, attitudes, and tourism knowledge in workplace settings, by:

- connecting what they learn in the classroom with the skills, knowledge, and attitudes needed in the workplace;

- gaining the knowledge, skills, and attitudes needed to be successful in the world of work;

- developing job readiness skills for specific occupations and careers;

- understanding the similarities and differences in behaviour standards between the workplace and school.

Teachers determine the actual assessment criteria and measurement activities.

The evaluation team found the following pointers to best practice: this module is governed by a ministerial document which sets out the standards for ministry-authorized Practical Workplace Experience. This ensures that learners are protected by the Workers Compensation Act. Agreements are signed to this effect by the Ministry of Education, the employer, the learner and the learner's parent, clearly delineating the functions of all the role players.

The evaluation team felt this overarching legislative and guideline structure from the ministry, together with the clear description of outcomes and performance indicators should be taken up in the PAT, as it would assist in PAT planning and assessment.

Assessment and Qualifications Alliance (AQA) - AS and A Level

This examining body sets examinations for the practical components for the **AQA AS and A Level** Tourism examinations. Learners use "preparatory folders" which contain case studies upon which the questions are based in formal written examinations.

The examination for **Unit 9 Travel and Tourism – People and Quality (TT09)** can be written in multiple sessions over eleven days or as one six-hour paper. The learners are required to compile their own preparatory folders of case studies which they submit four days before the examination to the invigilator.

The examination for **Unit 5 Marketing in Travel and Tourism (TT05)** is 2 hours long. The learners are provided with preparatory folders of case studies three weeks before the examination to familiarise themselves with the preliminary material before they write the examination.

As in the Cambridge examination, the AQA rubrics provided for assessment are also holistic, based on broad competency statements rather than on detail. The performance indicators are very clear and comprehensive allowing for consistent judgement. The performance indicators are in bands and sub-bands to help with the allocation of specific marks. These performance indicators are contextualised for each question by indicating the expected response required and assigning a mark allocation.

The evaluation team found these pointers to best practice: the use of preliminary material issued to learners is a useful way to apply theory to a practical case study; the use of holistic rubrics in three bands of performance contextualised for each question with mark allocations for each band are a useful way to ensure consistent judgment.

The South African PAT could be written under examination conditions as in the AQA examples. In the same manner, the PAT could require preliminary reading and preparation, either given to the learners by the examiner or collected by the learners as preparation for practical application.

In view of the above pointers to best practice from the three case studies, the evaluation team revisited their PAT SWOT analysis. The team considered how the pointers could minimise the weaknesses and strengthen opportunities by limiting the threats. This was detailed in two tables.

Considering the South African context and this investigation, the evaluation team has couched its recommendations in the form of a design grid for the tourism PAT. The

evaluation team envisages this grid to be the benchmark by which all future design and development of the PAT will be measured.

In view of the above, the evaluation team recommends that the PAT in its current form be critically re-examined in order to improve its format and functionality to decide whether or not it should be:

- A practical project completed over time;
- An industry workplace experience; or
- A practical task written under examination conditions.

To this end, a team consisting of subject and curriculum development experts should be constituted. Whatever decision the Department of Basic Education makes with regard to changes in the format of the Tourism PAT, implementation should be preceded by proper piloting and sufficient lead time for teacher training and incremental introduction from Grade 10.

V. CORE FINDINGS AND RECOMMENDATIONS

CHAPTER 8, the last chapter, presents a digest of the evaluation team's overall findings and recommendations, based on the whole investigation.

The Curriculum and Assessment Policy Document (CAPS)

Firstly, the evaluation team found that the CAPS document is an improvement on the NCS as the curriculum and assessment policies and practices are consolidated in one document, allowing for a greater degree of user-friendliness. This document has gone a long way towards addressing the complexities and confusion created by curriculum and assessment policy vagueness and lack of specification, document proliferation and misinterpretation.

The greater level of specification in the CAPS, as opposed to the NCS, is helpful for guiding teachers who do not have a strong tourism knowledge base or teaching expertise in the subject. In addition, the CAPS document gives very detailed Annual Teaching Plans which will assist teachers in their lesson planning and delivery.

Secondly, the evaluation team felt that with the development of the Tourism curriculum over time, from the original standard-grade Travel and Tourism, to the NCS Tourism, and now to the Tourism CAPS document, the focus has been lost over time. What *are* the aims of tourism? To prepare learners for the industry? To prepare learners for tertiary study? The general and subject specific aims in the CAPS document do not make this clear. In

addition, the CAPS document content is not consistent with the aims expressed at the start of the document. The general aims of the South African Curriculum have not found their way into the curriculum content of the nine tourism topics. The specific aims of the CAPS document are not aims at all, but rather a set of topics.

The CAPS document has also downgraded the service element by reducing the focus on Customer Care and Communication from the NCS. This does not reflect Tourism as one of the set of Services Subjects to which it belongs.

Recommendation 2: Centrality of service excellence

Whatever the conclusions arrived at by the above stakeholder team, the centrality of service excellence in tourism must be re-affirmed in the re-written curriculum, not merely as an academic construct, but rather as active, practical demonstration with a strong element of learner reflexivity – especially as service excellence is considered pivotal in industry.

Thirdly, the evaluation team found clear evidence from the evaluation that the NCS is framed strongly in a spiral curriculum design with a learner-centred approach underpinning the teaching methodology. In the CAPS, the focus has shifted to a syllabus-type curriculum, very loosely embedded in an instrumental theoretical frame and with a teacher-centred approach assumed as the teaching methodology, but with no reference to the role of the teacher as such. Another major shift is from Assessment Standards and Learning Outcomes as the organising principle in the NCS to content that is organised in topics and themes in the CAPS. The team felt that the tourism curriculum has been considerably weakened by the ordering of and the superficial divisions between the nine topics (some of which should be sub-topics of one another) in the CAPS document. The CAPS tends to fragment the learning experience and fails to promote the synthesis of concepts. This in turn impedes learners' ability to see tourism as an integrated system.

The evaluation team expresses its concern at the increase in the breadth of the CAPS document from the NCS, and the concomitant decrease in depth, particularly with regard to higher cognitive levels and academic skills.

This view is supported by the evaluation team's analysis of the content, skills, competencies and the kinds of thinking expected by the topics in the CAPS document at Grade 12 level, i.e. the expected level of learner attainment at exit level. In the evaluation team's opinion, higher order skills – evaluating and creating – are largely absent from the Grade 12 curriculum (with the notable exception of the development of a tour plan).

By contrast, the Cambridge AS and A Level curriculum is conceptualised with regard to six overarching, holistic topics:

- Features of the industry
- Management and development of tourist destinations

- Planning and managing a travel and tourism event
- Principles of customer service
- International, business and leisure travel services
- Specialised tourism

The flow from topic to topic is clearly discernible. Moreover, the smaller number of topics allows for a greater exploration of depth within each.

In addition, the assessment objectives articulated in the Cambridge AS and A Level syllabus indicate the range of thinking (and particularly higher order thinking) required of learners in the four examinations:

- Demonstration of knowledge, understanding and skills;
- Application of knowledge, understanding and skills;
- Analysis and research;
- Evaluation and decision-making.

Recommendation 3: Curriculum design before curriculum development

The evaluation team strongly recommends that in the next curriculum revision, curriculum designers as well as curriculum development experts should be included in the revision teams, working together with content specialists. Curriculum design experts would be able to provide guidance pertaining to the theoretical framing of the curriculum. Besides the framing of the curriculum, designers would also be able to give direction regarding the impact of a chosen approach and an organising principle on pedagogy, the role of the teacher and learner as well as the pacing and sequencing of content. The framing will have to include reflecting on the rationale and the purpose of the subject in the broader South African context. Once the framing is in place, the development of the curriculum will support the delivery of the content of tourism in the classroom.

The evaluation team recommends the re-writing of the CAPS Tourism document with fewer topics covered in greater depth, requiring higher order cognitive thinking over all three grades, and in particular at Grade 12 level. This will allow the evaluative investigation previously required in the NCS to be returned to the CAPS at Grade 12 level – particularly if this subject is to have credibility at tertiary level.

The spiral curriculum of the original NCS document should be revisited. That curriculum was conceptualised as four integrated organisers that facilitated more holistic conceptual thinking, rather than the superficial and fragmented reproduction of facts.

The Cambridge AS an A Level curriculum design is instructive.

The recommended re-writing must also deal with the internal inconsistencies of the CAPS document.

Fourthly, the evaluation team noted that Entrepreneurship, while present in Grade 11, does not feature in the rest of the curriculum. This topic, together with service excellence, is sadly treated as an academic construct.

Both the National Department of Tourism and the tourism industry prioritise these skills in a variety of national and specific programmes. Since these respond to the economic imperatives of the country, a learner exiting from a high school Tourism curriculum should have had opportunities for developing these skills.

Recommendation 4: Entrepreneurship focus

In line with the call for less breadth and greater depth above, entrepreneurship, which is such a strong feature in the tourism industry, should feature incrementally in all three grades culminating in the practice of actual entrepreneurship skills which could be coupled with marketing skills and service excellence. The evaluation team believes that this will provide the practical component so lacking in the present CAPS document.

Fifthly, the evaluation team noted the absence of action verbs in the teaching plans of the CAPS document. The team pointed out that these crucial words assist teachers in determining the best methodology and assessment practices to use; they guide learners in their learning and they indicate the cognitive levels at which the subject matter and skills must be pitched.

In this regard, the evaluation team noted that the present three levels of cognitive ability in the CAPS document (rather than the six as outlined by Benjamin Bloom) present problems: a teacher may, with more than one cognitive level per category (i.e. analysing, evaluating and creating) assess only the lower level skill (i.e. analysing), ignoring the two higher levels skills in the same band. Moreover, teachers and examiners will differ in their apportioning of marks to different skills in a category. This also presents problems in the design of the final examination at national level.

Recommendation 5: Develop the full range of thinking skills

In the re-writing of the CAPS Tourism curriculum, the content must be accompanied by action verbs, spanning the full range of Bloom's Taxonomy in order to assist teachers, learners and examiners. These should be accompanied by suggestions for teaching strategies and assessment tasks for the content, to assist teachers. In addition, teachers should also be helped with suggested resources for each content unit in the CAPS document.

The Practical Assessment Task (PAT)

The evaluation team found the layout of the PAT to be systematic, logical and easy to use. The user-friendly layout contributes to a clear understanding and orientation. Clear instructions for teachers and learners are provided that ensure ease of use. All content assessed was found to be relevant to the NCS. The mark allocation corresponds with the cognitive demand of each question. The format contributes to the overall user-friendliness of the PAT.

The text is in a legible font, information is presented in tables with clear, numbered headings, mark allocation and page numbers. The language is pitched at the level of Grade 12 learners. Questions are clearly formulated and follow a logical sequence.

However, the evaluation team is of the opinion that the Practical Assessment Task does not fulfil the aims and purposes as set out in the Subject Assessment Guidelines. Moreover, it believes that it is difficult to achieve these aims in the absence of any real practical components in the PAT document.

The team concluded that the PAT is far too theoretical and does not give learners sufficient opportunities to demonstrate their practical abilities. The PAT in its current format is merely low-level desktop research disguised as a practical assessment task.

Recommendation 6: Address PAT design and implementation issues

The evaluation team suggests that to strengthen the quality and usefulness of the PAT, the DBE reviews the structure, the design features and the requirements of the PAT to include elements such as appropriate skills levels and a balanced cognitive demand which can reasonably be required of Grade 12 learners.

To this end, a team consisting of subject and curriculum development experts should be constituted. The deliberations of the stakeholder team outlined in Recommendation 1 above should inform this review.

A cosmetic make-over of the PAT will **not** address the difficulties and challenges experienced with other dimensions of the PAT: the content and nature of the subject, as well as the overall administration of the PAT, the inequalities in availability and quality of resources needed to complete the PAT, the content knowledge of teachers and their ability to assess accurately and fairly need to be considered in this review.

Whatever decision the Department of Basic Education makes with regard to changes in the format of the Tourism PAT, implementation should be preceded by proper piloting and sufficient lead time for teacher training and incremental introduction from Grade 10.

In its review of international examples to inform a re-conceptualisation of the Tourism PAT, the evaluation team identified three categories of practical approaches:

1. Practical projects: Cambridge A Level

2. Industry Workplace Experience: British Columbia Level 12

3. Written practical task: Assessment and Qualifications Alliance A Level

Pointers for best practice from each of the above case studies are outlined in **Chapter 5** above.

The evaluation team did not recommend any one of these approaches to practical assessment specifically. Instead, it compiled a design grid for the creation of an appropriate, fair, manageable, integrated, valid, authentic, systematic, transparent, reliable assessment, which gathers sufficient evidence of learners' practical competence, integrated into the curriculum and which can be assessed consistently. This grid is presented in Chapter 7, Table 7.12.

Recommendation 7: A new policy guideline for the assessment of practical subjects

It is strongly recommended that the Department of Basic Education develops a clear overarching policy guideline setting out the requirements for all subjects with a practical component.

To this end, the evaluation team has proposed a design grid for practical assessment tasks.

CHAPTER 1

BACKGROUND OF THE SUBJECT

1.1 HISTORY OF TOURISM AS A SUBJECT IN SOUTH AFRICA

Tourism was initiated as a subject in 1994 by the American Express Foundation from New York. The Foundation initiated other such programmes in other countries under the banner of the Global Travel and Tourism Partnership (GTTP). The aims of the Partnership were to encourage school leavers to join the industry and also to encourage them to travel, thus stimulating the tourism economy. The Foundation was interested in funding the development of such a programme in post-apartheid South Africa.[1]

IBM (South Africa) joined American Express with the intention of introducing computer technology as a part of tourism development in secondary schools.

In 1994, a delegation from the Foundation visited South Africa and held meetings with various industry leaders and stakeholders including the Minister of Environmental Affairs and Tourism, the Minister of Education, the Hospitality Industries Training Board, SATOUR, SAA, Southern Sun Hotels, Avis Car Rental and others. It was unanimously agreed that the subject would add value in this country with its great tourism potential.

The American Express Foundation developed and promoted a "Tourism Bridging Programme", to introduce tourism as a subject to a broader audience. Content covered a broad base and was largely limited to what "tourism" is, the various subsectors that make up the industry, the types of careers that were available at the time and customer service. Bridging was included to address shortfalls evident in language and numeracy, particularly for learners from previously disadvantaged backgrounds. Uptake for the programme was predominantly by private training providers who were recruiting learners who had never been exposed to the travel/tourism industry before. Later, a non-governmental organisation, Reach and Teach, was commissioned to develop an outcomes-based curriculum and manage a pilot. From 1996, the initial curriculum was piloted with fourteen schools and was recognised in the early 2000s as a full matriculation subject – Travel and Tourism – as an elective sixth subject after the successful conclusion of the pilot. Travel and Tourism was pitched at Standard Grade level, and was written as a set of unit standards in the SAQA format.[2]

Funding from the American Express Foundation ceased in the late 1990s and, to ensure that the project continued, funding was sourced from and provided by the Spanish Government under the auspices of the South African Tourism Institute (SATI). SATI was registered as a separate company but the overall administration and management fell under the control of the Tourism, Hospitality and Sport Education and Training Authority (THETA) – now CATHSSETA. This arrangement continued until the early 2000s.

When funding from the Spanish government ceased, THETA concluded an agreement with the National Business Initiative (NBI) to continue the schools project. Initially, the staff/

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[1] Von Maltitz, D. 2009. A part outcomes evaluation report of the American Express Tourism Teaching Fellowship project, Johannesburg.

[2] Additional information supplied in an interview with Dave Agar, writer of the original curriculum, on 1 March 2014.

administration was housed within the THETA premises and reporting was to both the NBI and the THETA Board. Changes within the THETA structure resulted in a review of the arrangement in place at the time, with the consequence that the NBI took on the Travel and Tourism Programme (TTP) in-house – administrative staff employed at the time were moved and housed within the NBI premises.

In 2002 – 2003, the curriculum/subject content was rewritten as the subject Tourism, by the NCS writing team appointed by the Minister of Education, Dr Kader Asmal.

To support Tourism as a subject, the NBI developed and implemented a number of activities to facilitate implementation. These included the development of lesson plans, the development of logbooks and the placement of teachers in tourism work environments to promote an understanding of the subject being taught and teacher training on how to deliver the tourism subject. In addition, UNISA developed the Advanced Certificate in Education programme to up-skill teachers to deliver the Tourism subject.

The Tourism NCS curriculum was implemented from 2006 and the subject has since grown and is currently delivered by 2 887 schools in the country. The table below indicates this exponential growth.

Table 1.1: Growth in the number of schools offering tourism and learners participating [3]		
Year	Number of schools offering Tourism at Grade 12 level	Number of learners in Grade 12
2000	120	2 968
2001	250	4 651
2002	368	7 286
2003	500	13 573
2004	680	22 001
2005	776	32 788
2006	1 200	41 675
2007	1 600	54 248
2008	2 085	69 008
2009	2 285	74 552
2010	2 372	82 365
2011	2 582	84 353
2012	2 686	93 254
2013	2 768	110 565
2014	2 887	118 904

[3.] National Department of Basic Education, 2014 Grade 12 examination statistics, Pretoria.

Whilst the massive growth in the number of schools offering Tourism as a subject was a positive step forward, it had enormous implications for the education system.

In 1994, the newly-elected government inherited a schooling system which was dysfunctional in many respects. Government was faced with the task of building an efficient and effective schooling system. Attempting to introduce the Travel and Tourism curriculum, which was outcomes-based, but written as a set of unit standards (as is the case in industry) into high schools during this period, was fraught with difficulties. It is questionable whether the Provincial Education Departments (PEDs) themselves had the necessary capacity and expertise to support the uptake of the subject in the number of schools offering tourism effectively in the different provinces.

Travel and Tourism teachers had not been trained in either the outcomes-based methodology required to teach the subject (and the Unit Standard format) or the tourism content knowledge required. Principals randomly selected existing teachers on the staff to deliver Travel and Tourism.

The introduction of the NCS Tourism curriculum in 2006, would see a massive uptake of schools wanting to deliver the new subject, but the majority of teachers who were tasked with its delivery had not been trained in either the subject matter content or the methodology required for the subject. Unlike other subjects such as Mathematics, Physical Sciences, and Geography, which had a cohort of teachers that had tertiary qualifications and experience in teaching those subjects, Travel and Tourism was a completely new subject. Intervention was therefore needed that would bring these newly appointed Tourism teachers up to speed in a short space of time. Training of Travel and Tourism teachers was predominantly undertaken by the provincial education departments but was insufficient and sporadic. The first official training sessions for teachers organised by the National Department of Education was conducted in 2008 in Johannesburg.

Learning and Teaching Support Materials (LTSM) such as textbooks and teacher guides had not been developed and teachers were therefore faced with the challenge of delivering a subject about which they knew very little without the assistance of textbooks.

Tourism at present, in spite of its growth over the years, still suffers from its past:

Many principals, schools, learners and parents still somehow regard Tourism as the Standard Grade subject it was in 1996. Because it is regarded as an "easy" subject, not requiring the same commitment and diligence required by the "difficult" subjects, learners are often moved to tourism in Grade 11 or even Grade 12.

Table 1.2: Timeline of the history of the subject in South African schools	
1994	The American Express Foundation in New York enters into an agreement with the African National Congress to provide seed funding for the introduction of a tourism curriculum in high schools in South Africa.
	Reach and Teach, an NGO, develops the first travel and tourism curriculum in South Africa.
1996	The curriculum is piloted after hours in fourteen high schools in Gauteng.
	End of 1996: Travel and Tourism is accredited by the Department of Education as an elective sixth subject on the Standard Grade for Standard 10 (Grade12).
1997	Travel and Tourism is introduced into 64 high schools across all nine Provinces in the country.
1997	The first Standard 10 Travel and Tourism examination is written.
2002-2003	The Travel and Tourism curriculum is rewritten by the National Curriculum Statement (NCS) writing team appointed by Dr Kader Asmal, then Minister of Education.
2006	The NCS Tourism curriculum is introduced in Grade 10. The official name of the subject is changed: "Travel and Tourism" becomes "tourism". The Standard Grade level falls away in line with the dropping of all Standard Grade levels in the NCS.
2010	Work begins on the development of an amended NCS Tourism curriculum.
12 Sept 2011	An amended NCS Tourism curriculum is gazetted.[4] Amended NCS curriculum is now called Curriculum and Assessment Policy Statement "CAPS" for Tourism.
2012	CAPS Tourism is introduced in Grade 10
2013	CAPS Tourism is introduced in Grade 11
2014	CAPS Tourism is introduced in Grade 12

Most principals, teachers, parents and learners fail to understand that Tourism fits into the practical subjects cluster, together with Hospitality Studies and Consumer Studies. While they accept that the latter two subjects require commitment to practical time, they feel that Tourism is merely a desk-top subject and do not understand the additional time that has to be committed in practice. The fact that Tourism is not a designated subject also continues to impact on those taking it in Grade 12: learners aiming for high points for university entrance consequently avoid Tourism as a subject.

There is still no co-ordinated pre-service teacher education course for teachers of the subject Tourism or in-service education for Tourism teachers. The Tourism Advanced Certificate in Education at UNISA, which offered in-service education, is in abeyance. And so, a growing number of unqualified teachers is still required to teach the subject to an expanding number of learners.

[4.] Government of South Africa. 2011. *Government Gazette no. 34600*, Pretoria

1.2 THE CHARACTERISTICS OF THE SUBJECT

Tourism is a single subject chosen by learners at the end of Grade 9. It stretches over three years (Grades 10 – 12) and is worth 20 credits at NQF Level 4, the exit level. The subject Tourism intends to provide learners with the broad knowledge and skills needed to understand the tourism industry and prepares them for further education. It is though not the aim of the curriculum to prepare learners for the world of work. However, learners exiting from Grade 12 should enter the tourism industry with a basic knowledge of the industry.

The subject content serves as a base to articulate with tourism as a field of study or related fields in higher education.

1.3 THE NCS AND CAPS DOCUMENTS

As described in the executive summary, the challenges identified in the implementation of the National Curriculum Statement (NCS) included the overloading of teachers, confusion among teachers in its implementation and learner underperformance. The recommendations made by the Ministerial Task Team (DoE, 2009a)[5] included streamlining and clarifying policies by developing one document for every learning area and subject (by phase) to be the definitive support for all teachers and help address the complexities and confusion created by curriculum and assessment policy vagueness and lack of specification, document proliferation and misinterpretation.

A process of curriculum writing ensued which resulted in a **Curriculum and Assessment Policy Statement (CAPS)** for all subjects and grades. The CAPS was introduced incrementally as a three-year programme (Grades 10-12), featuring nine central topics, each divided into sub-topics. The curriculum for each grade has been spread over 40 weeks and further subdivided into four terms and detailed per week. The weekly layout per term reflects all the content to be taught and includes quarterly revision, reinforcement and assessment time. It further paces the content to be covered per week, term and year.

[5.] Department of Education. 2009a. Report of the Task Team for the Review of the Implementation of the National Curriculum Statement.

CHAPTER 2

RESEARCH PROCESS, METHODOLOGY AND RESEARCH INSTRUMENTS

2.1 BACKGROUND TO THE 2013-2014 RESEARCH: A JOURNEY OF THREE YEARS

Because one of the most positive features of this project has become the depth of the co-operation in the interests of vocationally-oriented subjects in the NSC as well as the NC (V), it was decided to capture briefly the main events that have led to this sustained co-operative work between a range of critical stakeholders. At the time that this chain of events began to unfold, Umalusi was contemplating how it would quality assure the CAPS curricula, and Tourism in particular, especially since the organization had done no work in that area. With all the other CAPS subjects, it had previous research to build on.

In February 2011, Ms Lisa Gordon-Davis, representing Global Travel and Tourism Partnership South Africa (GTTP-SA) and Managing Director of Kundiza Training and Consulting, requested a meeting with Umalusi. She explained the concerns about the preparation of learners for the hospitality industry and referred to a Concept Document on Revision of Hospitality Studies prepared by stakeholders to strengthen the NSC subject, hospitality studies. Though the information was applicable to this subject, the principle of learner preparation for industry was equally applicable to learners following the NC (V) Tourism programme as well. Ms Gordon-Davis explained the stakeholders' position regarding the proposal for the revision of hospitality studies, which included a framework which reflects a new or emerging educational disciplinary field to which hospitality studies belongs. The framework outlines the development of conceptual understanding in this field and includes managerial capacity, sales-client service, value chains, the guest cycle and other concepts to be included in the academic discipline. Umalusi explained to Ms Gordon-Davis the importance of benchmarking in the evaluation of curricula, and the need to establish standards, after which she, on behalf of GTTP-SA, agreed to do an overview of hospitality programmes in Canada.

Ms Gordon-Davis also introduced Umalusi to Ms Nozuko Ngozi, at that stage the Director: Human Capital Development and Governance at the National Department of Tourism, and other stakeholders involved in the tourism and hospitality fields. Umalusi invited the NDT representatives to a meeting in April 2011 which conceptualized the purpose of the intended research and which established partnerships between national departments and industry. Umalusi provided background on the research that it had conducted up to that point, but which, prior to 2011, had not included Tourism, Hospitality Studies and Consumer Studies in the evaluation of the NSC subjects.

Ms Ngozi led the representation from the National Department of Tourism (NDT) and the Culture Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA). She explained that as of 2008, an investigation had been done on possible articulation pathways from schooling into higher education. It found that the rate of learners from hospitality accessing higher education was dropping. A few other concerns were also tabled, of which the quality of the curriculum was one.

The outcomes of the meeting resulted in a verbal agreement from NDT and CATHSSETA to become observers in the research process and to assist in referring representatives from

industry to be involved as members of the evaluation teams. Umalusi agreed to attend the meetings arranged for the Tourism-Hospitality Talent Attraction and Capacity Strategy Programme Working Group, which included representation from NDT, the International Hotel Schools, Tourism Business Council of South Africa (TBCSA), CATHSSETA, City Lodge Hotels Limited and Federated Hospitality Association of Southern Africa (FEDHASA).

At a follow-up meeting in May 2011, the decision was taken to include two representatives from industry, one person from higher education, a subject advisor, a person to represent the NC (V) fraternity and a curriculum or methodology expert in the research team. The reason for the inclusion of an NC (V) representative was that the NC (V) Hospitality and Tourism programmes would be included in the analysis. The findings of the latter are reported in a report called *At your service -Towards an informed understanding of the NC (V) Tourism and Hospitality programmes* (March 2013).

A further decision in May 2011 was to keep both the Department of Basic Education and the Department of Higher Education informed about the research process and, if possible, to involve the staff in the relevant branches.

As far back as 2008, the National Department of Tourism, in partnership with FEDHASA, had commissioned a study to investigate the reasons for the decline of new entrants into Hotel Schools or Hospitality Colleges. Finalized in 2009, the report culminated in a Tourism and Hospitality Talent Attraction and Capacity Development (THTACD) Strategy with an Implementation plan. A National Key Stakeholder Workshop was convened in December 2009, which adopted the THTACD Strategy and Implementation Plan. The National Key Stakeholder Workshop also endorsed the establishment of a working group mandated to co-ordinate the rollout of its Implementation Plan.

Against this background, the National Department of Tourism (NDT) in partnership with FEDHASA and on behalf of the THTACD Working Group invited Umalusi to attend the feedback National Key Stakeholders Workshop in August 2011. The purpose of the workshop was to:

• review progress and achievement of the THTACD strategy implementation,

• reprioritize implementation programmes for the year 2011/12, and

• define roles and responsibilities in the implementation of priorities.

Umalusi had the opportunity to present the process – and progress – of the research into subjects of a more practical nature in both the NSC and NC (V) qualifications, and was able to initiate discussions with higher education representatives from the University of Johannesburg (UJ) regarding articulation issues and the need for learners to be prepared to think systemically.

The first phase of the investigation in 2011 is thus considered to have been a time of building stakeholder relationships and establishing the involvement of DHET, DBE, HESA and other government departments. The research questions, research methods and the identification of experts were based on background information, resulting from discussions

with GTTP-SA / Kundiza, the members of the task team, private providers, the National Department of Tourism (NDT), FEDHASA, HESA and representatives from the University of Johannesburg, University of Pretoria, UNISA and North-West University. This phase also included the contextualization and adaptation of the research instrument to suit the analysis of intended curricula of a more practical nature.

In the early stages of the investigation it became very clear that the model for collaboration that involved both evaluators (researchers) and observers across sectors had multiple benefits and positively influenced thinking processes.

The research done from November 2011 to February 2012 included an in-depth analysis of the National Curriculum Statement (NCS) documents underpinning the NSC services subjects, as well as the Subject Guidelines for the subjects included in the NC (V) Tourism and Hospitality programmes. Though the analysis of both curricula included the same dimensions to establish the standing and quality of the curricula in both qualifications, the investigation was not of a directly comparative nature. The teamwork during the two workshops in November 2011 resulted in detailed reporting on the curricula underpinning the subjects in question.

A "layered-model" for the curriculum analysis was implemented during these workshops which resulted in more effective use of team time and allowed for individual input into the process; the teams worked in smaller groups and focused on specific tasks allocated to them. Team co-ordinators guided the groups, provided direction in completing the tasks, paced the groups and took responsibility for compiling a single team report. This "layered" approach gave each individual in the team the opportunity to add value to the investigation. Some of the industry representatives attested that the model provided the opportunity to grow *"from looking at any training material with minimum interest to wanting to examine, study, investigate, scrutinize, evaluate, consider, question, assess, weigh up the content and to assure its validity and overall impact on both learner and teacher"*.

As a result of the signing of a Memorandum of Understanding between Umalusi and CATHSSETA, eight CATHSSETA representatives attended an orientation day on 21 November 2011 to acquaint themselves with the process and progress to date and with the instrument applied in the earlier workshop and research session, which none of them had attended. They then joined the rest of the evaluators on the following day for the second workshop and research session which undertook the NC (V) Subject Guideline Analysis for the Tourism and Hospitality programmes.

The third workshop at the end of January 2012 entailed an investigation of the standing and quality of the unit standards underpinning the unit standard-based qualifications offered by colleges and the SETAs. The dimensions in this analysis included: rationale, purpose and aim, organising principle, content coverage and assessment guidelines.

Furthermore, as part of the search for examples of best practice, Ms Monica Koen (DHET) shared insights into the structure of the VET system in Victoria State, Australia. A second

investigation shared findings on the Western Australian integrated schooling and VET system.

In May 2012, the focus of the research shifted to the nature of the assessed curriculum. The item-by-item analysis of exam papers for NSC Gr 12 and those of NC (V) Level 4 was undertaken at the end of May 2012. An overview of the NC (V) Levels 2 and 3 examinations included answering questions about progression within and between levels.

A five-category typology, with examples specifically linked to the services subjects, guided the analysis used to establish which cognitive categories appeared and weighed more heavily in the assessment items in the exam papers. The analysis also established the cognitive demands assessed and the associated levels of difficulty. The data collection was made easier by a calculation function in the Excel spread sheet, which enabled an "on the spot" visual presentation of the findings. The teams had to make notes on the format and layout of the paper before the analysis of all items in the papers began. During this part of the research the need to analyse the practical component of the subject also was discussed. That the practical component had not been included in the original project plan was recognised as a shortcoming in the overall analysis. This gave rise to another challenge: no existing instrument was available in South Africa to undertake such an analysis. A suitable instrument was later developed by Dr Booyse from Umalusi and the analysis of the practical assessment task took place in 2013.

In July 2012, the comparison between the NSC services subjects' curricula and the amended CAPS curricula was work shopped. The instrument used in this comparative investigation was later refined and applied in the August 2013 comparative NCS/CAPS research. In July 2012, eight of the field experts were also involved in a web-based overview to establish the standing of the subjects internationally and to identify learning pathways in a global market. The information from this investigation is included in the findings reported on in Chapter 5 of this report.

The instruments for the comparative analysis, the determination of entry-level requirements and exit-level outcomes, the PAT investigation and the international benchmarking are all described in more detail in the paragraphs to come.

2.2 THE 2013 RESEARCH TEAM

In the interest of space, the names and CVs of the evaluators have not been included in the body of this chapter, but, by way of thanks, their names and brief biographical profiles are recorded in Annexure D. That Annexure indicates how actively industry was involved in helping to evaluate the usefulness of the curriculum from its perspective. University staff brought their needs to the table, while people involved in teaching the NCS and the NC (V) and administering hospitality and tourism programmes brought their knowledge and experience to bear on the questions being asked.

The first step in the process of constituting the 2013 FET Phase evaluation teams was to invite the qualifying researchers from the earlier research process in 2011 and 2012 to apply for inclusion in the research teams for the comparative analysis, the PAT investigation and the international benchmarking of the CAPS with selected curricula from international qualifications. As a last step towards gathering subject experts for the evaluation teams, an invitation was sent out to assessment bodies and provincial education departments and the stakeholders for referrals. The intention was to involve teams consisting of people who bring different strengths and perspectives on the subject being investigated. Each team had a team leader to take overall responsibility for the reporting on that subject, but the research team for the subject Tourism was led by two experts in the field, Ms Elsabé Engelbrecht and Mr Tom Swart.

The evaluators were contracted over eight months for the full extent of the investigation. Three workshops were held with the evaluation teams, in August and November of 2013 and in March 2014, in order to brief them on the evaluation, and for the teams to work together on the comparative curriculum analysis and PAT investigation, an investigation to determine entry-level requirements into the FET Phase and exit-level outcomes on completion of Grade 12, and an international benchmarking. Finally, the evaluation teams completed their analysis by e-communication, and the team leaders took responsibility for the completion and submission of the teams' reports. Constant communication with the teams, before and after the workshops, regarding logistics, document analysis, instrument interpretation, preparatory reading towards work sessions and the finalisation of reports was vital for the success of this project.

2.3 THE RESEARCH PROCESS

The following subsections explain how the research was undertaken by the teams, and indicates the extent to which the CAPS curriculum has been investigated.

2.3.1 A Comparative Analysis of the FET Phase for the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS)

The first workshop in August 2013 contextualised the research process in a number of ways.

Firstly, Umalusi presented the *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement* (DoE, 2009a), submitted to Minister Angie Motshekga in October 2009. The evaluation teams learned of the findings and recommendations of the Ministerial panel tasked to identify the challenges presented to the schooling system by implementing the revised NCS (2005) and to make recommendations regarding difficulties regarding curriculum policy and its delivery. This report, which provided the

rationale for and the direction taken when the NCS was revised or "repackaged" as the CAPS, was thus a critical document the teams needed to know. The presentation helped the evaluation teams to locate the comparative work they would undertake.

The evaluation teams also received information and documentation about the curriculum dimensions they would use for their analysis, and about approaches to curriculum development and reviews.

The comparative investigation used an instrument customised for this investigation. It required the evaluators to grapple deeply with issues regarding curriculum framing, and concepts such as content breadth and depth, sequencing, progression, coherence and how to determine the weighting and curriculum focus in the documents. All those who participated in the process felt they learned a great deal, and in turn offered insights from their own expertise that added value to the report.

Having closely examined the two respective curricula for their subjects, the evaluation teams were asked to give their opinion regarding –

- Broad curriculum design – the central design principle;
- The aims/objectives of the subject;
- The ideal learner envisaged;
- The weighting of each topic in terms of the percentage of time allocated to each;
- The emphasis placed on content and skills;
- The depth of the subject in terms of the extent to which learners could move from a superficial grasp of a topic to a more refined and powerful grasp;
- The degree to which the curriculum of each subject is paced, in terms of the volume of work to be covered in a specific timeframe;
- The specification of sequencing of topics;
- The progression of topics from Grades 10 to 12 in terms of increase in level of complexity and difficulty;
- The coherence of the curriculum for each subject, in terms of connections and co-ordination between topics through the levels;
- The degree to which teachers are given explicit guidance regarding pedagogy;
- The degree to which teachers are provided with guidance regarding assessment;
- Format and user-friendliness of the curriculum documentation.

In drawing up their concluding remarks, evaluators were asked to comment on the overall guidance and use of the curriculum and the central values underpinning each curriculum.

In addition, the teams had to substantiate their opinions on the extent to which the CAPS has "re-packaged" or completely re-written the curriculum in the revision process. The evaluation teams were asked to consider whether the re-packaging has extended or contracted the content and skills which learners are expected to acquire and teachers to teach. Another point for attention was whether the CAPS provides better guidance to teachers than the NCS or not.

Lastly, the evaluation teams were required to make recommendations, based on their findings for the strengthening of the CAPS for each subject where these may still require improvement. Such recommendations form the basis for negotiating subsequent work to be undertaken by the Department of Basic Education and monitored by Umalusi.

2.3.1.1 The research question for the comparative NCS/CAPS evaluation

The research question for the comparative NCS / CAPS evaluation is worded as:

What does the comparison between the Curriculum and Assessment Policy Statement for the FET Phase (Grades 10 to 12) and the National Curriculum Statement reveal about:

a. the extent to which the NCS curricula were re-packaged or rewritten in the formulation of the CAPS;

b. the relative depth and breadth of the content covered in the respective curricula;

c. the overall design, structure and coherence of the curricula;

d. the level of specification of various aspects of the curricula; and

e. the guidance provided by the curricula for the teaching and assessment of the subject?

2.3.1.2 The evaluation instrument for the comparison of the intended curricula

The instrument used for the comparative evaluation of the NCS and the CAPS draws conceptually on two sources.

Firstly, as in Umalusi's previous work, the instrument considers the features in the intended curricula of countries that perform well on international standardised tests. These features include:

• Clear, succinct, unambiguous, easily understood, measurable statements of learning (Donnelly, 1999, 2002, 2005)

• A foundation on essential learning as represented by subject disciplines (Donnelly, 1999, 2002, 2005) and a strong, discipline-based approach to school subjects (Schmidt *et al.*, 2005)

- Curriculum coherence – the overall sequence or order of the curriculum from one grade to the next, and internal disciplinary principles evident in the sequencing and progression (Schmidt *et al*. 2005).

Secondly, the instrument is underpinned by Bernstein's (1990, 1996) conceptual categories that comprehensively describe the structuring of curriculum and pedagogy:

- The relationship between different subjects in the curriculum
- The relationship between topics within subjects
- The relationship between subjects and the everyday world or the world of work
- The specification of the sequencing of the curriculum
- The specification of the pacing of the curriculum
- The specification of knowledge or that which is to be learnt in the curriculum.

The evaluation teams were asked to consider the following dimensions of the intended curriculum which have been developed and refined over a successive series of Umalusi studies (Umalusi 2004, 2006a, 2006b; 2007a; 2007b; 2008; 2010a; 2010b):

1. Curriculum aims/objectives
2. Curriculum coverage, breadth and specification
3. Curriculum weighting, emphasis and depth
4. Curriculum pacing
5. Curriculum sequence and progression
6. Curriculum coherence
7. Specification of pedagogic approaches
8. Assessment guidance
9. Curriculum integration
10. Curriculum format and user-friendliness.

The instrument used for the comparison allows for both qualitative and quantitative reporting on the similarities and differences between curricula. The instrument was previously used to compare curricula for the fundamentals in the NSC and the NC (V), for example, and for subject comparisons between the NSC and selected international qualifications.

Further refinement of the instrument was necessary for the present analysis of the NCS and CAPS. Umalusi required the evaluators to report on the following aspects, which became headings in each of the subject reports:

a) Broad curriculum design, format and user-friendliness of curriculum documentation

In this section, evaluators wrote a few descriptive paragraphs about the general design of the respective curricula. The description of the overall curriculum design referred to the number of documents which comprise the curriculum, and the function of each document, as well as provided comments on the central design principle and how user-friendly the documents are for teachers to use.

The evaluators judged the extent to which the documents are **user-friendly** as:

- "Good" or very user-friendly because the function and the structuring of the documents are clear

- Moderately user-friendly, when the function and the structuring of the documents are sometimes clear but at other times the function seems unclear or the structuring confusing

- "Poor" or not user-friendly when the function and the structuring of the documents are often unclear or the structuring is too complex.

Regarding the **accessibility of the language** used in the curriculum, the evaluators considered the language as:

- Very accessible where the documents use plain, direct language

- Moderately accessible where the documents sometimes use plain, direct language and at other times used complex or obscure language, or terms that are ill-defined

- Inaccessible where the documents often use complex or obscure language and terms that are not well-defined.

In describing the **broad curriculum design**, the alignment of the various documents was also considered as:

- "Good" alignment, when it is clear how the documents relate to and complement one another.

- Moderately good alignment, when it is only sometimes clear how documents relate to one another, and there are some contradictions across documents, or there are instances where it is not clear how documents complement or relate to one another.

- "Poor" alignment of documents when it was unclear how documents relate to one another, or where there were numerous contradictions across documents, or there was no evidence as to how the documents were expected to complement one another.

The evaluation teams were also asked to identify and to find evidence for the technical aspect(s) used to organise the design of the curriculum. The instrument gave as examples, "outcomes-based"; "standards-based"; "syllabus", for the technical design aspect. Some of the teams referred to "topic- structured" and "spiral-curriculum" in the discussion.

As a task in this section, the evaluation teams had to draw out the patterns and salient points emerging across documents, and to write comparatively about the examples and the data collected.

b) Curriculum aims (objectives)

The evaluators were asked to consider the subject-specific aims, objectives or broad outcomes given in each document for the particular subject. They commented on any similarities or differences across the stated objectives that they noticed between the curricula.

c) Content/skills coverage, breadth and depth

The instrument provides guidance about what is meant by curriculum coverage, content breadth and depth. Curriculum coverage is described as all the content, concepts and skills covered by the curriculum. Content breadth is construed as the number of topics represented in the curriculum for a specific subject, and content depth refers to the complexity and extent of cognitive challenge associated with the topic.

In terms of **content breadth**, the evaluators were asked to identify all the content/ concept/skill areas represented for the FET Phase in the NCS and CAPS, and list the topics in a table provided. In the cases where content/concepts and skills are separated out, the evaluators had to list the content/concepts first, followed by the skills.

From how the breadth of content was represented, the evaluation teams could infer the relative breadth of the various curricula and comment on any content that is covered in one curriculum and not in the other. The evaluators also considered and reported on how the curriculum breadth is likely to impact on learners learning through a second or third language. In terms of **content depth**, the evaluation teams used a four-point scale in determining the relative degree of depth of content in the NCS and CAPS.

The evaluation teams used the following codes:

1: Introductory level content; superficial; mainly definitions and descriptions

2: Definitions and descriptions plus some detail provided

3: Detailed indications of concepts/topics; requires understanding of relationships between concepts

4: Highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

In other words, the depth of a curriculum refers to the extent to which topics are explored. When a topic is given a significant amount of time and the expectation is for engagement at a demanding conceptual level, the topic is considered to have been covered in depth. From this analysis, evaluators were able to draw conclusions about content depth, referring to considerations such as the extent to which the curricula provide learners with the opportunity to move from a superficial or primitive grasp of a topic to a more refined and powerful grasp of it.[6]

Breadth and depth are in constant tension, because the greater the depth expected, the fewer the topics which can be covered in the time available. Ideally, a subject curriculum must attempt to find a balance between these diverging curriculum impulses, something which may be achieved by covering certain topics in greater depth while conceding the need to cover a range of other topics more quickly and in a way that demands less intellectual rigour.

d) Specification of topics

In this section the evaluation teams considered the curriculum specification in terms of the degree to which knowledge is broken down for stipulation in the curriculum. The evaluation teams were asked to determine in how much detail the various topics are specified in the curriculum document. In other words, how clear it would be for the user of the curriculum to understand exactly which content/concepts and skills are to be covered for the particular subject, or to what extent the teacher would be required to draw on her/his previous knowledge and experience of the subject to be able to interpret the curriculum?

e) Comments on content/skill coverage

In this section of the analysis, the evaluators commented on the overall coverage of content and skills by addressing:

- Comment on the comparison of content and skills across the two curricula, and comment on the appropriateness of these for the relevant age group.

- To what extent the curricula provide clear, succinct, unambiguous, measurable statements of learning?

- To what extent the curricula are based on a strong, discipline-based approach to the particular subject?

- Whether the way in which the subject knowledge is presented is up-to-date with shifts in the discipline itself?

[6.] A paraphrase of Bruner's (1995:334) concept of depth.

- Requiring a list of issues for any erroneous, missing or inappropriate skills that are noted and a full explanation why your team has a concern over this content; documents with page references wherever necessary are required.

f) Curriculum weighting and emphasis

i. *Curriculum emphasis within the phase (subject time allocation)*

The evaluation teams determined emphasis by analysing how the time allocation for the subject is addressed in the NCS and the CAPS, and indicated the amount of time allocated for the subject as a percentage of total classroom time within the phase.

ii. *Curriculum emphasis within the subject (topic weighting)*

The evaluators determined the curriculum emphasis in the NCS and the CAPS in terms of the central topics covered within the subject. They then explained how the weighting of topics compared across the curricula. In order to do so, the evaluators had to indicate the amount of time allocated for each central topic as a percentage of the total classroom time allocated for the subject, that is, if time allocation per topic is addressed in the curriculum document. If time allocation could not be captured as a percentage of the total classroom time, the evaluators had to describe how time is dealt with in the documents.

g) Curriculum pacing

Pacing for a subject in the NCS and CAPS was determined in terms of the relationship between the volume of learning material (topics to be covered) and the particular timeframe given to the subject. Firstly, the **specification of the pacing** (or whether the pacing is stipulated) was determined as:

- **High** degree of specification of pacing: Where the pacing is made explicit through clear stipulation of the topics that are to be covered in terms of a timeframe over the course of the grade

- **Moderate** degree of specification of pacing is evident where the curriculum provides broad parameters regarding what should be covered when over the course of the grade

- **Low** degree of specification refers to pacing that is left to the discretion of the teacher, and where little or no indication is given of the rate at which content should be covered.

It should be noted, however, that **low** and **high** are not necessarily value judgements about pacing. High levels of specification may be thought appropriate where many teachers are poorly educated and trained. Alternatively, high levels of specification could be regarded as unnecessarily constraining on experienced and knowledgeable teachers, especially if there is an insistence on treating a national curriculum as the letter of the law.

In addition, the evaluators were asked to make a judgement on the **level of the pacing** itself as it would be experienced by learners in the FET Phase. The evaluators were asked to judge whether the pace expected falls into the following categories:

- **Fast** for learners at this level of development
- **Moderate**, and appropriate for learners at this level of development
- **Slow** for learners.

The evaluators were requested to compare data in the data collection tables regarding the stipulation and level of pacing in the NCS and the CAPS.

h) Curriculum sequencing and progression

i. Specification of sequence

Evaluators were asked to describe the level of specification of sequencing in the curricula being evaluated, using the following descriptors:

- **High:** Indicates that the order in which topics are to be taught is clearly specified and prescribed within and across grades
- **Moderate:** Refers to situations where a general suggested order is given in which topics are expected to be taught within and across grades, but allowance is made for some discretion on the part of the teacher
- **Low:** Indicates that there is no particular order indicated in which the teacher should present the topics within and across grades, and the sequencing of content is at the discretion of the teacher.

In addition, the evaluators were asked to comment on the appropriateness of the sequencing to the subject and level for each curriculum. In other words, they had to indicate whether the order in which the topics are expected to be dealt with is appropriate, and whether it makes sense in terms of the structure or nature of the subject itself.

Sequencing as a curriculum requirement is much more critical in some subjects than in others. In subjects such as Mathematics and Physical Sciences, the sequencing of topics is important because earlier content must have been acquired in order

to learn more advanced concepts and skills. While all subjects will have some sequencing requirements, the sequencing may be less stringent than in subjects which are, in Bernstein's terms, horizontal in structure (Bernstein, 1996). Nevertheless, sequencing of content can be of great assistance to teachers and others such as materials developers.

ii. *Indication of progression*

Progression is the increase in the level of complexity or difficulty at which a topic is addressed through a grade or across the phase.

The evaluators were asked to describe the changing nature of topics (and the nature of their treatment) over the course of Grades 10, 11 and 12 in terms of an increase in the level of complexity or difficulty at which a topic is addressed over the three years. The evaluation teams inferred from data collected whether there is any indication of progression within and between grades in the FET Phase, using the following criteria of progression:

- **Strong**, if there is evidence of clear movement from one type of related content/concept/skill to another, or a clear progression in terms of increasing complexity or difficulty in a topic from one grade to the next

- **Moderate**, where some indications of a shift to different content/concepts/ skills are found, or where some instances point to an increase in the complexity or difficulty at which topics are addressed at different levels in Grades 10, 11 and 12

- **Weak**, when very little indication of progression in terms of shift of content/ concept/skill from one grade to the next is found, or where there is little evidence of increasing complexity or difficulty from one level to the next

- **None**, where no shift in the content concept/skill or change in complexity/ difficulty from one grade to the next is evident.

Analysis of progression across grades often helps to pinpoint potential difficulties, for example, where a topic may have been introduced at one level, neglected at a second, and then becomes both conceptually demanding and difficult at a third level. Looking for progression helps evaluators to check whether the content is logically organised within a grade and across grades.

i) Specification of pedagogic approaches

The evaluators took "pedagogic approach" to be the way in which teaching and learning is intended to happen in the classroom. Often described in terms of "teacher-

centred" or "learner-centred", a pedagogic approach can include other, more specific approaches such as problem-based learning, constructivist learning or direct instruction.

The evaluators were asked to describe the extent to which the NCS and the CAPS provide explicit guidance regarding the preferred subject-specific pedagogic approach(es) to be adopted. The following descriptors were used:

- **High**: Describes a curriculum where detailed guidance is given regarding the preferred pedagogic approach to be taken

- **Moderate**: Describes a curriculum where some guidance is given regarding the preferred pedagogic approach to be taken

- **Low**: Describes a curriculum where the preferred pedagogic approach is mentioned in a few places but no details are provided

- **None**: Describes a curriculum that provides no information or guidance regarding the pedagogic approach.

Using the coding, and by making inferences from the data collected, the evaluators were requested to provide a brief description of the subject-specific pedagogic approaches provided, if any are specified. Furthermore, they had to indicate the extent to which the curriculum provides explicit guidance regarding the preferred pedagogic approach to be adopted. They had to write comments on the appropriateness of the approaches for learners at this level of development. Lastly, they had to give an opinion on how the role of the teacher and the perceived ideal learner (or the theory of the learner) compares across the NCS and the CAPS.

j) Assessment guidance

The evaluators were asked to give an overview of the nature and extent of the assessment guidance provided in each of the curricula, including any information offered that would contribute towards a general understanding of the approach taken towards assessment. More specifically, evaluators had to indicate the number and types of assessment tasks specified in the curricula, and the dominant types of assessment specified.

The *degree of specificity of assessment guidance* had to be analysed, using the following descriptors:

- **General** means that only generic assessment guidance is given
- **Subject-specific** means that subject-specific assessment guidelines are provided
- **Both** means that both general guidance and subject-specific guidelines are provided
- **Neither** refers to a curriculum where no assessment guidance is provided at all.

The *degree of clarity of guidance* regarding assessment was indicated by the use of the following descriptors:

- **High** describes assessment guidance that provides detailed, specific, clear, and comprehensive information, and is not likely to result in greatly differing interpretations of the assessment requirements

- **Moderate** describes assessment guidance that provides moderate amounts of information regarding assessment that is generally clear, but which leaves scope for differing interpretations of the assessment requirements

- **Low** describes assessment guidance that provides only broad statements about assessment that lack clarity and which allow for multiple interpretations

- **None** describes a curriculum where no guidance regarding assessment is provided.

k) Curriculum integration

The evaluators first considered the degree to which different subjects are consciously integrated across the entire phase curriculum, or kept separate, using the descriptors:

- **High** refers to a curriculum where an effort has been made to understand and encourage integration across a number of different subjects

- **Moderate** refers to a curriculum where, in a few places, other subjects are explicitly referred to, or connections to topics in other subjects are referred to

- **Low** refers to a curriculum where the approach keeps subjects very separate from one another and there is very little or no reference to other subjects.

The evaluators then considered the extent to which explicit relationships and connections are made to the learner's everyday knowledge and experience, and whether or not this knowledge forms part of the curriculum. The evaluators used the following descriptors:

- **High** indicates that the learners' everyday world and knowledge, the world of work and of communities are constantly referenced and form part of the contextualising knowledge specified in the curriculum

- **Moderate** indicates that the learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum, but not seemingly as a conscious strategy

- **Low** indicates that the curriculum emphasises only subject-specific knowledge, with few or no references to the everyday knowledge of the learners, their communities or the world of work.

l) Curriculum coherence

Coherence is understood to be the extent to which a curriculum reflects a certain logic (often inherent in the nature of the discipline itself) in the organisation of topics, where the significant ideas of the subject and their development over time, is evident.

Having looked at the broad curriculum design, the curriculum objectives, the content/skill coverage as well as the sequence and the progression of the curriculum, the evaluation teams were required to make a judgement on the coherence of the NCS and the CAPS.

m) Implications for the South African context

Taking into consideration the South African school context for which the NCS and CAPS were developed, the evaluators were asked to comment on their appropriateness. Though this exercise was speculative, it was broadly based on the evaluators' knowledge of schooling and instructional contexts across South Africa, as well as on the research findings. The evaluators had to justify their claims by referring to examples from the data collected.

n) Assumptions regarding teacher expertise

By referring back to the content and skill coverage, the evaluators had to give an opinion on the manner and detail in which the content is laid out, with regard to assumptions about the teacher's knowledge, experience and capability in respect of the subject.

o) Concluding remarks

The evaluators were asked to summarise the most important findings from the analysis in brief concluding remarks.

p) Recommendations

Based on their analysis, evaluators were asked to make recommendations with a view to the strengthening of the CAPS.

In summary

The comparative research undertaken by the evaluators focused on the national policy through which the Minister sets the minimum norms and standards for the system, analysing the ideals entrenched in policy as well as the written form it takes. This analysis provides a considered view offered by a group of experienced educationists after an intensive and constructive engagement with those policies.

2.3.2 Determining the entry-level requirements and exit-level outcomes for the FET Phase

The intent in this part of the investigation was to determine the entry-level requirements regarding knowledge and skills for a learner entering the FET Phase at Grade 10, and the exit-level outcomes for the FET Phase, based on the details provided in the CAPS documentation. The evaluation teams had the opportunity to make recommendations regarding expected learner attainment in order to strengthen the FET Phase CAPS.

These findings will inform the research that is planned for the Senior Phase. The intent is to determine possible gaps from the cross-mapping between the Senior Phase and FET Phase. These findings will also provide information for the longitudinal study across all of the phases, which is planned for 2015.

2.3.3 The Practical Assessment Task (PAT) investigation

2.3.3.1 Theoretical framing and research design

The PAT instrument draws conceptually on frameworks dealing with reproductive and productive thinking and has specific reference to the work of Romiszowski (1981), but also resembles the work of Kolb (1984) and that of Marzano (1998, 2001a, 2001b), which considered the conative and affective aspects of thinking.

These frameworks for understanding critical and creative thinking, referred to by Romiszowski as *productive* thinking, are reminiscent of Bloom's cognitive categories of analysis, evaluation and synthesis. In various combinations, engagement with these categories in the learning and assessment process could, for example, lead to deeper understanding and a defensible judgement of a valued product. Such engagement may involve planning what to say, imagining situations, reasoning, solving problems, considering opinions, making decisions and judgements or generating new perspectives.

Productive thinking, however, goes beyond the cognitive domain. By stressing the importance of engaging the affective domain through both the teaching and assessment processes, reflection and metacognition come into play. This approach would entail using tasks to develop the following thinking dispositions:

- Willingness to plan and self-correct

- Flexibility

- Being mindful

- Persistence

- Seeking consensus

Romiszowski regards skilled performance as dependent on the availability of prerequisite knowledge. By linking planning with the productive quality of a skill, Romiszowski focuses on constructive and creative mental processes and does away with a purely behavioural "performance type" approach. He thus attaches considerable importance to knowledge and skills in the psychomotor and affective domains, and consequently values both learner-centredness and a guided discovery approach.

2.3.3.2 Guidelines for judging question difficulty

The four-category conceptual framework for thinking about question difficulty is adapted from Leong (2006) of the Singapore Examinations and Assessment Board. Leong's adapted framework comprises the following four general categories of difficulty:

a. Content (subject/concept) difficulty;

b. Stimulus (question) difficulty;

c. Task (process) difficulty; and

d. Expected response difficulty.

In the Umalusi (2012:74) report, Reeves explains that in developing the framework, Leong drew on work of Pollitt *et al.* (1985), Osterlind (1990), Edwards and Dall'Alba (1981) and other researchers who have developed similar tools for gauging cognitive challenge.

Leong (2006) draws on literature to make a further distinction between "valid" and "invalid" sources of question difficulty or easiness. Valid difficulty or easiness is intended by the examiner. Invalid sources of difficulty or easiness are defined as those features of question difficulty that were not intended by the examiner. Invalid sources (indicators) of question difficulty or easiness prevent the question from assessing what the examiner intended it to assess, and are those aspects of question difficulty that prevent candidates from demonstrating their true ability or competence. For example, grammatical errors in a question that could cause misunderstanding are invalid sources of question difficulty because the difficulty in answering the question lies in the faulty formulation of the question, rather than in the intrinsic difficulty of the question itself. Learners may misunderstand the question and therefore not be able to demonstrate what they know.

2.3.3.3 Dimensions measured

The PAT instrument intends to measure the level of reproductive and productive skills in terms of the cognitive, psychomotor, reactive and interactive categories required to be displayed in the tasks.

- Reproductive skills refer to the reproduction of known content, concepts, and application in familiar contexts.

- Productive skills refer to application in novel contexts and are related to critical and creative thinking, the skills that assist in the productive thinking process.

A second intent was to determine whether the task question is difficult (or easy) due to its content, the nature of the stimulus, the process required by the task or the complexity of the expected response.

2.3.4 The NSC PAT for Tourism – towards a revision for practice

The findings from the PAT investigation necessitated a further investigation to explore various international examples of practical tasks. The evaluation team read widely to find a number of international examples. From its readings it identified three categories of practical approach:

- Practical projects – the development, management and evaluation of actual industry-related activities such as events, tours, meetings and conferences.

- Industry workplace experience – learners placed in tourism businesses for a specific time period with the aim of exposing them to industry.

- Written practical task – application of curriculum content under examination conditions.

The evaluation team considered a number of examples of each of the categories above and identified the following as best representing each category:

- Practical projects: Cambridge A Level

- Industry workplace experience: British Columbia Level 12

- Written practical task: AQA (*Assessment and Qualifications Alliance*) A Level

As a point of departure, the evaluation team considered the status quo of the South African Tourism Practical Assessment Task in order to contextualise the international research. The status quo was summarised in a SWOT analysis. This provided the lens through which the international examples were examined.

During this process, the evaluation team provided an overview for each of the three examples chosen, followed by pointers for best practice which spoke to the SWOT analysis. From this, the evaluation team drew up a design grid for a tourism practical task in the South African context.

A detailed description and the findings of the analysis appears in Chapter 7 of this report.

2.3.5 Combining the 2012 web-based search and the 2014 international benchmarking

In 2012, a team of four researchers did a web-based search to inform understanding of international views on the choice of content in subjects and programmes similar to Tourism as the subject is known in South Africa. This fact-finding process was not intended to benchmark the South African national curriculum with any pre-selected country, but rather to extrapolate pointers for best practice in the South African context. The team searched for examples from Africa, Western-European countries, Eastern-European countries, Australia and the East. They were requested to describe how the subject/ programme fits into a qualification structure; explain how the level descriptors (exit outcomes) relate to the final exit point, identify the requirements set for the attainment of the qualification, and examine articulation pathways into further/higher education.

The researchers were also requested to determine the rationale for the subject itself for its inclusion within the particular qualification. The team understood the rationale as that part which presents the socio-political view of the learning to be undertaken: it explains the neccesity for the learning proposed.

The following were also included in the evaluation instrument for the web-based search:

a. Purpose

The researchers' opinion was required about how the subject curriculum equips the learner (and teacher/facilitator) with the necessary knowledge base, skills and foundational learning needed to make sense of situations within a context, solve problems within a context and offer novel solutions. The request was also to identify and briefly explain any additional intentions found in the documents that would help learners to transfer skills between familiar contexts and across to a variety of unfamiliar contexts.

b. Aim

By considering the action verbs, the researchers had to determine how, in their opinion, the intended curriculum under evaluation helps learners to learn. In the instruction to the

researchers, the following action verbs were provided as examples to determine what kind of learning is intended in the particular curriculum:

Recognise, order, describe and calculate ……. make use of different strategies to solve realistic and abstract problems; demonstrate an understanding of ……..; describe …….. investigate observed patterns, identify and describe patterns in real life situations; apply concepts ….. to make decisions relative to the world around us: Recognise, identify, name, compare, sort and visualize figures, shapes and solids, to solve problems in a range of contexts; demonstrate an understanding and use of concepts; collect data, summarise data, display data in diagrams, analyse and interpret data to draw conclusions and make predictions; create, build, draw, for instance.

c. Organizational principle

The researchers had to explain what principle(s) structured the content and skills and how these were further developed from prior knowledge. Comments were required on the appropriateness of the particular organizing principle in these materials, and on the structure of and coherence in the documents.

d. Content coverage

In terms of content covered, the researchers were required to describe the ways in which content is emphasised (weighted), how content is sequenced to display knowledge- and skills-development, and/or how it reflects increasing difficulty levels and differentiation in cognitive demand. Any evidence of progression had also to be mentioned.

e. Specification of pedagogic approaches

In terms of the specification of general pedagogic approach, the researchers had to mention and describe the degree of specification, whether

- detailed guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach,
- some guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach,
- the preferred general or subject-specific pedagogic approach is mentioned in a few places but no details are provided or

- no information or guidance regarding the general or subject-specific pedagogic approach is given.

In terms of a subject-specific approach, the researchers had to describe the particular approach and explain the extent to which subject-specific pedagogic approach is set out in each curriculum.

f. Assessment guidelines

The question regarding the assessment guidelines asked how detailed the guidance about internal assessment (formal and informal) is to teachers/lecturers/facilitators). Another question asked whether teachers/lecturers/facilitators and learners are adequately guided towards the nature of the external assessment and what kind of guidance in evident.

In conclusion, the researchers had to mention and briefly describe any outstanding features as examples of good practice.

The central focus of the **2014 international benchmarking** has been to benchmark the FET Phase CAPS with comparable curricula from Kenya, Singapore and British Columbia (Canada). These three were identified in the Foundation Phase (Grades 1 to 3) research titled *Comparing the Learning Bases* (Umalusi 2010), in English, Mathematics, and Life Orientation. The three were selected on the basis of their high rankings on international standardised comparative tests such as the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) They were also chosen as they use English as their language of learning and teaching thus making analysis of their curriculum documents more feasible for South African researchers.

The TIMMS provides reliable data on the Mathematics and Science achievement of U.S. students compared to that of students in other countries. The Progress in International Reading Literacy Study (PIRLS) measures trends in children's reading literacy achievement at age 10 and collects information about reading and literacy policies and teaching practices every five years. At the time of the Foundation Phase research, Singapore was in the top five countries in the PIRLS 2006 and TIMSS 2003 studies. Canada is in the top ten countries in the TIMSS 2003 and Programme for International Student Assessment 2006 studies, with British Columbia coming third in the PIRLS 2006 study. Kenya is in the top five countries in the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) 2005 study. These countries held similar positions in the TIMSS 2011 which confirmed sustainable performance levels over the past five years.

Singapore

Among the key strengths of the Singapore education system are their bilingual policy, emphasis on broad-based and holistic learning, meta-cognition, focus on teacher quality and the integration of information and communication technologies (ICT) into learning. They also believe that their schools should work closely with the parents and the community.

At the secondary level, learners in Singapore have the opportunity to offer either the Express, Normal (Academic) or Normal (Technical) courses, depending on their academic ability (as measured initially by Primary School Level Exam scores). The different courses are designed to cater to a range of academic learning abilities and interests and learners can move from one course to another based on their ability to access the curriculum offered in each of these courses.

Learners in the Express course at the end of Secondary 4 typically offer six to eight subjects at the Singapore-Cambridge General Certificate of Education (Ordinary Level) examination Those with exceptional academic ability may offer a ninth subject.

Learners in the Normal (Academic) course will offer academically-based subjects while those in the Normal (Technical) course will follow a curriculum that is more practice-oriented.

Learners in both courses will sit for the Singapore-Cambridge General Certificate of Education (Normal Level) or GCE 'N' Level examination at the end of Secondary 4. After the GCE 'N' Level examination, students from the Normal (Academic) course who satisfy the academic requirements can go on to a fifth year of study, where they can sit for the GCE 'O' Level examination at the end of the year. Learners who meet the academic requirements can also be admitted to the polytechnics via the Polytechnic Foundation Programme, or to the Institutes of Technical Education (ITE) through a Direct Entry Scheme.

Gearing up for university, learners may offer subjects at three levels of study – Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 subjects offer learners breadth and sufficient depth for them to acquire foundational knowledge and skills in a subject area. H2 is equivalent to 'A' Level subjects prior to 2006. H3 subjects offer learners a variety of learning opportunities to study a subject area in more specialised depth.

While Umalusi could not find Tourism as a subject choice in the 'O' Level examination and no reference to H1 or H2 Levels could be found, the Cambridge International AS and A Level: Travel and Tourism (9395) was included in the research.

Kenya

Since 1985, public education in Kenya has been based on an 8–4–4 system, with eight years of primary education followed by four years of secondary school and four years of college or university. President Daniel arap Moi introduced the 8–4–4 system of education. With the introduction of this system Certificate of Primary Education became KCPE (Kenya Certificate of Primary Education) while KCE became the Kenya Certificate of Secondary Education (KCSE). Under the current system, learners attend secondary school for four years before sitting for the school leaving exam. The first class or year of secondary school is known as Form 1 and the final year is Form 4.

It should be noted that in the absence of a national curriculum for Tourism in Kenya, the evaluation team analysed the *Passport to the World: An Introduction to Travel and Tourism*, currently implemented in Kenya from 2011. The programme was developed by the Global Travel and Tourism Programme (GTTP), a USA-based multi-country educational programme that introduces learners to career opportunities in Travel and Tourism.

British Columbia (Canada)

During the document search and preparation for the international benchmarking of the South African CAPS in March 2014, the Manager, Curriculum and Resources (Learning Division) from the British Columbia Ministry of Education mentioned to Umalusi that the education in British Columbia is undergoing a transformation. Part of this transformation includes the redesign of all provincial curricula. He referred Umalusi to the background information and documents on the transformation at http://www.bced.gov.bc.ca/irp/transforming_curriculum.php.

The drafts for many of the subject areas for Kindergarten to Grade 9 are available at https://curriculum.gov.bc.ca/. It was indicated that the draft curricula for Grades 10 to 12 would be available on their website in 2014. Although the revised curricula for Tourism 11 and 12 were not available for the benchmarking, the research team commended the widely consultative approach followed in the curriculum review process in British Columbia.

The aims of the FET research were achieved by benchmarking the CAPS against the international curricula using similar categories to those used in the comparative NCS/CAPS analysis, but with specific focus on some of the curriculum dimensions in order to strengthen the CAPS, namely -

a. the relative depth and breadth of the content covered in the respective curricula,

b. the overall design, structure and coherence of the curricula,

c. the level of specification of various aspects of the curricula, and

d. the guidance provided by the curricula for the teaching and assessment of the subject.

The investigation also searched for factors in these curricula that may need to be considered in the South African context to strengthen the CAPS. The teams were asked to use the insight gained from this comparison to identify characteristics specific to the FET Phase within the South African NSC qualification as a whole, and to determine what distinguishes this phase from the other phases in the qualification.

Without claiming a direct causal link between the nature of the intended curriculum and learner attainment outcomes, the research used learner performance as a limited indicator of the efficiency and effectiveness of the education systems of various countries. The crucial issue of classroom practices and the quality and nature of the schooling system in general is not taken into account in the research.

CHAPTER 3

COMPARATIVE ANALYSIS OF NCS AND CAPS DOCUMENTS

3.1 REFERENCED DOCUMENTS

The evaluation team consulted the documents listed in Table 3.1 below. These are referenced using the reference numbers allocated in the right-hand column.

Table 3.1: Referenced documents		
Documents		**Footnote References**
1	Department of Education. 2003. *National Curriculum Statement: Grade 10-12 (General) TOURISM*. Pretoria	NCS, 2003 (Doc 1)
2	Department of Education. 2008. *Learning Programme Guidelines: TOURISM*. Pretoria	LPG, 2008 (Doc 2)
3	Department of Education. 2008. *Content Framework for Tourism*. Pretoria *(Originally Annexure C of Doc 2)*	CF, 2008 (Doc 3)
4	Department of Basic Education, 2011. *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement*. Pretoria	CAPS, 2011 (Doc 4)
5	Department of Basic Education, 2011. *National Protocol for Assessment: Grades R – 12*. Pretoria	NPA, 2001 (Doc 5)
6	Department of Basic Education, 2011. *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement: Grades R – 12*. Pretoria	NPPP, 2011 (Doc 6)
7	Department of Basic Education, 2013. *Tourism Guidelines for Practical Assessment Task*. Pretoria	PAT 2013 (Doc 7)
8	Department of Basic Education, 2006. *An addendum to the policy document, The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for recording and reporting (Grades R-12) Gazette number 29467*. Pretoria	NPA Gazette 2006 (Doc 8)

It is worth noting that although the National Protocol for Assessment Grades R–12 of 2011 (Doc 5) and the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 of 2011(Doc 6) are listed as documents referenced in the chapter, these documents were not included in the comparative analysis of the NCS and the CAPS.

It is though worthwhile knowing that the **National Protocol for Assessment Grades R–12 of 2011** (Doc 5) is meant to provide a policy framework for the management of school assessment, school assessment records and basic requirements for learner profiles, teacher files, report cards, record sheets and schedules for Grades 1–12. This policy document focuses on assessment policy for both internal assessment comprising School-Based Assessment, PATs, and the end-of-the-year examinations. It is a general document pertaining to all the approved subjects from Grades R–12.

The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 of 2011 (Doc 6) is a general policy document, pertaining to all the approved subjects. For Grades 10–12 it specifies entrance requirements to Grade 10, programme requirements, provisos, promotion requirements, assessment,

recording and reporting and concessions, changing subjects in Grades 10, 11 and 12, time allocation per subject, and certification requirements. These stipulations apply to all schools that use the NCS as curriculum.

3.2 COMPARISON OF INTRODUCTORY INFORMATION FOR THE NCS AND CAPS

The most significant differences between the NCS and the CAPS lie in the overall approach taken to learning, the learners and the teachers. This first section highlights how the CAPS differs from the NCS.

The identical introductory pages of the NCS Subject Statements for all subjects comprise seven pages. They provide considerable information on the background and history of the NCS, describing the need to redress the imbalances caused by apartheid education. They also contain the rationale for and description of Outcomes-Based Education (OBE), together with explanations of the terms learning fields, subjects, learning programmes, LOs and ASs. In addition, all the subject statements contain a generic eight pages on assessment.

The introductory pages of all the CAPS subject documents consist of seven pages of common introductory material, and between 5 and 32 pages of assessment guidance, some of which is generic and some subject-specific. These introductory pages do not mention OBE, since this is no longer the approach adopted by the Department of Basic Education. Consequently, there are some clear shifts that have taken place in the underpinning educational values and approach. These differences can be traced through a comparison between the generic information provided in the CAPS and the NCS. Some of these shifts are discussed below.

3.2.1 Rationale

The rationale of a curriculum presents the socio-political view of the learning to be undertaken: it explains the necessity for the learning proposed. It also explains the view taken of the teaching-learning process.

The rationale in both the NCS and the CAPS situate the curriculum within the aims of the South African Constitution. In addition, the NCS explains the choice of OBE as the selected educational approach and as one which seeks to "enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process" and to "encourage a learner-centred and activity-based approach to education" (DoE, 2003:7). By way of contrast, the CAPS document describes the underlying educational approach as one of the encouragement of *"an active and critical approach to learning, rather than rote and uncritical learning of given truths"* (CAPS subject statements, 2011:4).

In the move from the NCS to the CAPS, the background discussion relating to the desired values and social impact of the curriculum has been greatly reduced. This is appropriate in view of the different historical positioning of CAPS, which was introduced more than 17 years after the advent of democracy in South Africa. But, the omission of the hopeful, idealistic language of the NCS from the CAPS makes it a more traditional curriculum. Amongst the evaluators, the loss of the "good vibrations" of the NCS, as it was described by one of them, was noted.

3.2.2 Aims, purpose and principles

The **general aims** of a curriculum explain the curriculum's over-arching intention and broadly explain what the curriculum expects to achieve.

The aims of both the CAPS and the NCS mention the importance of the curriculum having to convey the knowledge, skills and values needed in post-apartheid South Africa. Both documents contain a similar list of values, which include social justice, human rights, inclusivity, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds. The NCS, however, goes into more detail than the CAPS with regard to the importance of redressing historical imbalances in education. The values associated with a democratic South Africa are also more extensively explicated in the NCS than in the CAPS.

The **purpose statement** in a curriculum provides an explanation, in general terms, of what it intends to help the learner to achieve. Both the NCS and the CAPS provide a clear list of purposes,[7] which is identical for both documents, namely:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Providing access to higher education;
- Facilitating the transition of learners from education institutions to the workplace; and
- Providing employers with a sufficient profile of a learner's competencies.

The **principles of a curriculum** embody the underlying values or beliefs about what is considered to be important and desirable in a curriculum. These principles then guide the structuring of the curriculum.

The principles in both the NCS and CAPS contain the values of human rights, inclusivity, environmental and social justice. Both documents also maintain that the curricula are based on a high level of skills and knowledge, and aim for an education that achieves credibility, quality and efficiency, by providing "an education that is comparable in

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[7.] For the NCS, these are listed as purposes of the FET Certificate in the DoE FETC Overview document (2003).

quality, breadth and depth to those of other countries" (DoE, 2003:10; CAPS subject documents, 2011:5).

The principles in both documents include the importance of Indigenous Knowledge Systems (IKS), but these are discussed at much greater length in the NCS, where a narrow Western construction of knowledge and intelligence is challenged. The principle of IKS would consciously have been paired with the notion of integration.

The NCS principles thus contain a discussion on integration within and across subjects, making explicit the importance of developing applied competence in learners in the form of practical, foundational and reflective competencies. CAPS has no explicit mention of integration in its introduction, nor is there any discussion on articulation and portability, which were central design features of NSC in its guise as the Further Education and Training Certificate (FETC) qualification.

Where progression is described in the NCS as being across the grades, through the increased complexity of Assessment Standards, progression is described in the CAPS as taking place within each grade, through the progression of content and context from simple to complex.

Inclusivity is highlighted as an important principle in both curricula, with discussion on the need to address barriers to learning. Once again, this matter is discussed in more detail in the NCS than in the CAPS.

3.2.3 Design features of the FET curriculum

In its introduction, the NCS provides a detailed discussion of the structure and design features of the FET curriculum, including descriptions of learning fields, and their relationships to individual subjects. In addition, the NCS critiques the traditional notion of a subject as a "specific body of academic knowledge", which places emphasis on knowledge at the expense of skills, values and attitudes, and maintains the perception of subjects as static and unchanging. Instead, the NCS specifically mentions the intention to blur subject boundaries to encourage subjects to be viewed as "dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum" (DoE, 2003:11).

By contrast, the CAPS does not mention learning fields, learning programmes or learning areas, and provides no discussion on the meaning of the term "subject" which the CAPS uses. This approach aligns with the recommendation made by the Ministerial Task Team (DoE, 2009:63) that "Learning Programmes, Learning Areas and Subjects must all be called 'Subjects' at all levels to ensure simplicity, clarity and consistency".

In short, the CAPS document reverts to a traditional understanding of the notion of a subject, and reinserts clear discipline boundaries between the various subjects. This matter is further considered in the section on curriculum coherence (Section 3.9).

3.2.4 The type of learner envisaged

In the description given of the type of learner that is envisaged, both the NCS and the CAPS include the list of Critical Outcomes, although these are not named as such in the CAPS. The Critical Outcomes, as described in the *National Curriculum Statement Grades 10-12 (General) - Overview* (DBE, 2003:8), require learners to be able to:

- Identify and solve problems and make decisions using critical and creative thinking;

- Work effectively with others as members of a team, group, organisation and community;

- Organise and manage themselves and their activities responsibly and effectively;

- Collect, analyse, organise and critically evaluate information;

- Communicate effectively using visual, symbolic and/or language skills in various modes;

- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and

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

One key difference in the list of Critical Outcomes is that the CAPS document amends the second point to read: *"work effectively **as individuals** and with others as members of a team"* (CAPS subject statements, 2011:5). This change acknowledges that learners must also be able to work effectively on their own, a capacity missing from the NCS, where group-work was greatly emphasised.

Furthermore, in the CAPS, the developmental outcomes listed in the NCS are not mentioned at all. These fairly broad-based outcomes include an exploration of learning strategies, participation as responsible citizens, and the development of cultural and aesthetic sensitivity.

In addition, the NCS contains a list of ideals that the curriculum aims to develop in learners who *"will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution"*, *"have access to, and succeed in, lifelong education and training of good quality"*. The curriculum aims to develop learners who *"demonstrate an ability to think logically and analytically, as well as holistically and laterally"* and are *"able to transfer skills from familiar to unfamiliar situations"* (DoE, 2003:17). Although some of these are touched on in the general values of the CAPS, they do not form part of the descriptions of the envisaged learner.

The move from OBE has also resulted in a shift from discovery-based learning to a content-driven approach. This in turn has shifted the learner from being a participant in the learning process, and a negotiator of meaning, to a recipient of a body of pre-determined knowledge. Significantly, there has also been a loss of the intention to develop critical thinking about knowledge validity and bias, which is captured in some of the LOs of the NCS.

3.2.5 The type of teacher envisaged

The NCS provides a clear description of the kind of teacher that is envisaged (DoE, 2003:18), namely that they be:

- Key contributors to the transformation of education in South Africa;

- Qualified, competent, dedicated and caring; and

- Able to fulfil the various roles outlined in the Norms and Standards for Educators: these include being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area or phase specialists.

By contrast, the CAPS document provides no description of the kind of teacher that is envisaged. This is a notable omission.

In concluding this section, it should be apparent that the re-packaging of the school curriculum has changed the way knowledge is considered and how learners and teachers are viewed (or obscured). These values inform many of the decisions made in terms of how information is packaged in the presentation of the content and skills in the curriculum itself.

3.3 CURRICULUM DESIGN

As a working definition, the evaluation team used the short definition of curriculum: "a plan for learning", used by the Netherlands Institute for Curriculum Development (SLO) quoting Hilda Taba (1962). The SLO points out that "this simple definition does not easily or unnecessarily narrow the perspective, but permits all sorts of elaboration for specific curricular levels, contexts and representations" (Thijs & Van den Akker, 2009:9).[8]

SLO provides a "clarifying distinction between the different forms in which curricula can be represented. Although further refinement is possible, the following three levels, split up into six forms, will normally suffice for clear communication".[9]

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[8] Thijs & Van den Akker, 2009. *Curriculum in Development*, Netherlands Institute for Curriculum Development (SLO) Enschede.

[9] Ibid, p. 10

Table 3.2: SLO – Different forms of curricula		
INTENDED	Ideal	Vision (rationale) or basic philosophy underlying a curriculum
	Formal/ Written	Intentions as specified in curriculum documents and/or materials
IMPLEMENTED	Perceived	Curriculum as interpreted by its users (especially teachers)
	Operational	Actual process of teaching and learning (also curriculum in action)
ATTAINED/ ASSESSED	Experiential	Learning experiences as perceived by learners
	Learned	Resulting learning outcomes of learners

A curriculum may be designed for any of the above forms to suit any of the purposes in the table above.

The **NCS Tourism** curriculum comprises a single subject over three years (Grades 10 – 12) based on three documents:

- a **Curriculum Statement** that describes the Learning Outcomes and Assessment Standards, as well as levels of performance for the subject;

- **Learning Programme Guidelines** that give guidance on programme delivery and

- **Subject Assessment Guidelines** that guide assessment across the three years.

It is designed as an outcomes-based spiral curriculum based on four central topics which develop over all three years, identified as Learning Outcomes, and unpacked as Assessment Standards to give teaching, learning and assessment guidance.

The **CAPS Tourism** curriculum also comprises a single subject over three years (Grades 10 – 12). Its form incorporates information from all three NCS documents. The CAPS is a topic-based curriculum. The nine topics are unpacked into sub-topics. Content and concepts are specified within each topic.

Where they are pitched in terms of the SLO curriculum forms differs, as will become evident.

3.4 GENERAL, GENERIC CROSS-CUTTING AND SUBJECT SPECIFIC AIMS

The evaluation team's understanding is that general aims relate to broad, general, societal, economic or political goals; cross-cutting aims are related to generic skills relevant across a range of subjects, such as critical thinking or problem solving and subject-specific aims are related to the specific subject in question. The evaluation team used these three levels to analyse the proportion of emphasis the NCS and CAPS documents devoted to each of the above three aims.

The three tables below provide an estimation of the proportion (%) of aims which refer to the general, generic cross-cutting and subject-specific aims. (It should be noted that

because of the repetition across the three NCS documents, the estimations of the three aims may be skewed for the NCS.)

The three tables below present a comparison of the two documents in respect of where the respective foci are. The percentages are expressed as a portion of the total for each curriculum.

Table 3.3: Focus of curriculum aims articulated in the NCS and CAPS (% of total aims)		
	NCS	**CAPS**
General	20%	15%
Cross-cutting	45 %	25%
Subject-specific	35 %	60%

For the NCS, the following general aims were identified from the three documents. The subject:

a. encourages and promotes the acceptance of the diversity found in South Africa and challenges learners to understand and capitalise on the value of diversity from a tourism perspective[10]

b. promotes understanding of the value that tourism can provide to individuals, communities and the economy

c. prepares learners to use science and technology effectively and critically showing responsibility towards the environment and the health of others[11]

d. provides learners with an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation[12]

e. encourages learners to participate as responsible citizens in the life of local, national and global communities[13]

f. promotes cultural and aesthetic sensitivity across a range of social contexts[14]

g. prepares learners to work effectively with others as members of a team, group, organisation and community.[15]

For the CAPS, the following general aims were identified. Tourism aims to:

h. facilitate the transition of learners from education institutions to the workplace.

i. provide employers with a sufficient profile of a learner's competences.

[10.] Doc 2, p.7

[11.] Doc 1, p.2

[12.] Doc 1, p.2

[13.] Doc 1, p.2

[14.] Doc 1, p.2

[15.] Doc 1, p.2

g. equip learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country. [16]

h. provide access to higher education.

i. ensure social transformation: that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population.

j. encourage an active and critical approach to learning, rather than rote and uncritical learning of given truths.

k. achieve high knowledge and high skills – the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects.

l. progression: content and context of each grade shows progression from simple to complex.

m. human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

n. sensitivity to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

o. value indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.

p. credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

For the **NCS**, the following **cross-cutting aims** were identified:

a. All individuals and communities are to be involved with environmental care, sustainability and the related benefits that can be achieved for all citizens;[17]

b. Problem-solving and decision-making by using critical and creative thinking is promoted;[18]

c. Learners are encouraged to organise and manage themselves and their activities responsibly and effectively;[19]

d. Learners are equipped with skills to collect, analyse, organise and critically evaluate information;[20]

[16.] Doc 4, p.4

[17.] Doc 2, p.7

[18.] Doc 1, p.2

[19.] Doc 1, p.2

[20.] Doc 1, p.2

e. Learners learn to communicate effectively using visual, symbolic and/or language skills in various modes;[21]

f. Learners are encouraged to begin identifying entrepreneurial opportunities for themselves;[22]

g. Learners learn to reflect on and explore a variety of strategies to learn more effectively; [23]

h. Learners acquire an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation;[24]

i. Learners are encouraged to explore education and career opportunities; [25]

j. The knowledge, skills, values and attitudes gained in this subject will develop an appreciation of the heritage, cultural and other diversities of South Africa, thereby instilling national pride; [26]

k. Learners acquire the skills, knowledge, values and attitudes necessary to communicate effectively with customers, identify needs and provide the required service to ensure customer satisfaction; [27]

l. Learners are encouraged to use science and technology effectively when communicating and accessing information; [28]

m. Learners learn to work effectively with others as a member of a team, group, organisation and community through the communication and interpersonal skills applied in customer care and service delivery; [29]

n. Learners are able to organise and manage themselves and their activities responsibly and effectively;

o. Learners are exposed to possible entrepreneurial opportunities and the world of work.[30]

For the CAPS, the cross-cutting aims identified are simply those which were previously called the Critical Cross-Field Outcomes, but which are not identified as such in the CAPS.

Whereas 60% of the NCS aims are focused on the acquisition of general and cross-cutting skills, the CAPS places 60% of its focus on subject-specific aims. This inversion of focus reflects how much more extensively the implicit content in the NCS has been unpacked into knowledge topics in the CAPS. (The unpacking of the knowledge aspect of the CAPS curriculum is reflected in Section 3.5 below.)

[21.] Doc 1, p.2

[22.] Doc 1, p.8

[23.] Doc 1, p.2

[24.] Doc 1, p.2

[25.] Doc 1, p.2

[26.] Doc 1, p.9

[27.] Doc 1, p.9

[28.] Doc 1, p.9

[29.] Doc 1, p.9

[30.] Doc 1, p.11

The same inversion also reflects how the focus on process in the NCS has been commensurately cut down in the CAPS. Even the subject-specific aims in the NCS identified by the evaluators are quite different from the knowledge-based aims of the CAPS. Consider the following:

a. Learners from diverse backgrounds are encouraged to understand the industry and its functions;[31]

b. Learners develop an awareness of the value that tourism brings to the local economy; [32]

c. Learners are able to make an informed career choice in the field of tourism; [33]

d. Learners become better users of the tourism product, for example by getting involved in community development programmes that are related to tourism; [34]

e. Learners are empowered to develop an understanding of related services in the tourism industry, the interdependence of sectors and sub-sectors, and the benefit tourism brings to the South African economy; [35]

f. The study of tourism aims to redress historical imbalances, as the majority of the population was previously excluded from tourism from both an ownership and consumption point of view;

g. Tourism aims to address these imbalances by encouraging learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services; [36]

h. The knowledge, skills, values and attitudes gained in this subject will develop an appreciation of the heritage, cultural and other diversities of South Africa, thereby instilling national pride; [37]

i. It assists learners to gain access to further learning in the chosen field/sector by accessing information on career opportunities in the tourism field; [38]

j. It encourages the learners to identify gaps in tourism development and make recommendations for improvement and growth; [39]

k. It provides learners with skills to collect, analyse, organise and critically evaluate tourism information. [40]

It should be clear that the knowledge, skills, values and attitudes gained in this subject can readily serve as a starting point to prepare the learner for progression into higher education studies in travel, tourism, tourism development, marketing, tourism management and related fields.

[31.] Doc 2, p.7

[32.] Doc 2, p.8

[33.] Doc 2, p.8

[34.] Doc 2, p.8

[35.] Doc 1, p.9

[36.] Doc 1, p.9

[37.] Doc 1, p.9

[38.] Doc 1, p.9

[39.] Doc 1, p.9

[40.] Doc 1, p.9

3.5 CONTENT/SKILL COVERAGE, BREADTH AND SPECIFICATION

In order to compare the content/skill coverage, breadth and specification of the 2008 curriculum (NCS) with the 2011 CAPS document, the evaluation team compared the *National Curriculum Statement: Grade 10-12 (General) TOURISM* (2008) and the *Learning Programme Guidelines: TOURISM* (2008) with the National Curriculum Statement (2011), *Curriculum and Assessment Policy Statement*, referred to throughout this document as the CAPS.

Because such a radically different approach to curriculum representation is evident in the two documents, it has not always been possible to collate the comparison of the various dimensions for the two into a single table each time. The two curricula are consequently sometimes presented as separate tables in this analysis.

3.5.1 Content (topic) coverage

The team considered the four specific outcomes in the NCS and compared these with the topics in the CAPS. Where topics corresponded directly with the specific outcomes, these were listed in the table below.

Table 3.4: Content coverage	
NCS Learning Outcomes (Grade 10-12)	**CAPS Topics (Grade 10-12)**
1. Tourism as an interrelated system	1. Tourism sectors 5. Domestic, regional and international tourism (*in and out of South Africa*)
2. Responsible and sustainable tourism	4. Sustainable and responsible tourism 6. Culture and heritage tourism
3. Tourism geography, attractions and travel trends	2. Mapwork and tour planning 3. Tourism attractions 5. Domestic, regional and international tourism (*in and out of South Africa*) 6. Culture and heritage tourism 7. Foreign exchange 9. Marketing
4. Customer care and communication	8. Communication and customer care

The coverage of the topics in the CAPS document is apparent in the detail provided in Table 3.10, where the breadth of the two curricula is compared.

Since the four NCS LOs in Table 3.4 above relied on teacher expertise for interpretation, and since teachers were not well placed to do so, the South African Tourism Initiative (SATI)[41] organised the implied content in terms of the four LOs in a single document, which

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[41.] South African Tourism Initiative. 2005. *Introduction: Tourism National Curriculum Statements,* Johannesburg, SATI

has been extensively used by teachers. Only LO 4 is reproduced here as an example, since it is the one area which is much more substantial in the NCS than in the CAPS. The SATI document reveals the substantive nature of the NCS content.

Table 3.5: NCS content coverage (Sample LO from SATI reworking of NCS)		
Learning Outcome 4: Customer Care and Communication The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service and function as a member of a team.		
Grade 10	**Grade 11**	**Grade 12**
10.4.1 Demonstrate an understanding of the impact of perception on effective communication and business profitability.	11.4.1 Demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction.	12.4.1 Describe the relevant aspects and cultural needs of tourists who visit South Africa.
	11.4.2 Describe the correct procedures to follow when dealing with different types of customer	12.4.2 Describe ways and recommend alternative methods to obtain customer feedback, and analyse findings to confirm customer satisfaction.
10.4.3 Recognise what compromises service and explain the importance and value of providing quality service.	11.4.3 Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts.	12.4.3 Understand own contribution towards achieving service excellence and develop different strategies to achieve and maintain quality service.
10.4.4 Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals.	11.4.4 Function as a member of a team in order to achieve team goals.	12.4.4 Review the effectiveness of own participation in the team and report on how teamwork supports the delivery of quality service.
10.4.5 Determine the various types of equipment and technology used to communicate in a business environment.	11.4.5 Select the most appropriate method to communicate in a variety of contexts.	12.4.5 Apply available technology to communicate.

In summary, the content across all three grades (Grades 10-12) in both the NCS and the CAPS documents is substantial and comprehensively addresses the specific aims of tourism as detailed in both documents.

3.5.2 Topic (skill) coverage

For this section of the investigation the team identified the skills required for each of the topics in the NCS and the CAPS document. These are presented using the matching of outcomes and topics from Table 3.4 above.

Table 3.6: Skills coverage			
NCS Learning Outcomes (Grade 10-12)	**Skills**	**CAPS Topics (Grade 10-12)**	**Skills**
1. Tourism as an interrelated system	Demonstrate, identify, source, analyse, discuss, investigate, evaluate	1. Tourism sectors 5. Domestic, regional and international tourism (*in and out of South Africa*)	Compare, interpret, differentiate, calculate
2. Responsible and sustainable tourism	Demonstrate, examine, evaluate, draft, investigate, explore, explain	4. Sustainable and responsible tourism 6. Culture and heritage tourism	Identify, select, interpret, match
3. Tourism geography, attractions and travel trends	Apply, interpret, investigate, discuss, demonstrate, explain, determine, analyse, examine, source, access, apply, research	2. Mapwork and tour planning 3. Tourism attractions 5. Domestic, regional and international tourism (*in and out of South Africa*) 6. Culture and heritage tourism 7. Foreign exchange 9. Marketing	Differentiate, describe, explain, determine, develop, compile, recommend, calculate, locate, interpret, convert, differentiate, match
4. Customer care and communication	Demonstrate, recognise, identify, determine, describe, function, select, understand, review, apply	8. Communication and customer care	Analyse

Examples of skills coverage extracted from the two curricula are presented below:

Table 3.7: Examples of skills coverage from the NCS document	
Content	**Related skills**
LO 1 Tourism as an interrelated system (Grade 12)	
Service excellence; economic growth and community development	Evaluate, report, make recommendations
Past imbalances in tourism	Discuss
Working conditions / opportunities for further development/ code of conduct	Investigate
LO 2 Responsible and sustainable tourism (Grade 12)	
Tourism potential	Explore, suggest ways

Table 3.8: Examples of skills coverage from the CAPS document	
Content	**Related skills**
Week 7 of Grade 10, term 2: Domestic, regional and international tourism	
Domestic tourism statistics: • Concepts: statistics, intra-provincial travel versus inter-provincial travel • Interpretation of statistics such as purpose of trips, most visited provinces, length of stay in each province, average expenditure per tourist, seasonality, activities undertaken *Resources: www.southafrica.net or www.statssa.gov.za*	Interpretation of statistics *Although not specifically stated, a teacher would be required to deduce the following skills from this content:* • *distinguish between intra-provincial and inter-provincial travel;* • *analysis and comparison of statistics*

While the NCS indicates very clearly the skills to be learned through the use of a range of verbs which identify those skills, the CAPS by contrast, relies heavily on the teachers' deduction of skills to be learned, since the information is presented as content.

The NCS thus specifies a large range of higher order skills (e.g. evaluate, investigate, suggest, interpret, and make recommendations). On the other hand, the CAPS specifies skills at lower cognitive levels (e.g. identify, describe, match, explain) when they are specified at all. Even when higher order skills are apparently specified (e.g. compare, differentiate, interpret, analyse), close analysis reveals that learners are still being required to operate at a lower level of cognitive ability.

Most significantly, the CAPS has omitted all the research and investigative skills required in the NCS (e.g. report, make recommendations, investigate, explore, suggest ways, source information).

3.5.3 Breadth

The team analysed the presentation of the content and skills coverage in the two documents.

Table 3.9: Breadth of curriculum coverage				
	Grade10	**Grade11**	**Grade12**	**Totals**
NCS	The content and skills coverage is very wide across all three grades. The content and skills are embedded in the sub-topics (ASs)			
	4 main topics/LOs	4	4	4 main topics/LOs
	16 sub-topics	18	18	52 Sub-topics (ASs)
CAPS	The content and skills coverage is very wide across all three grades. The content and skills are embedded in the sub-topics.			
	8 main Topics	8	9	9 Topics
	30 sub-topics	27	36	89 Sub-topics [42]

[42.] Doc 4, pp. 13 - 38

The **NCS** content is divided into four Learning Outcomes that spiral over the three years of study. These are sub-divided into Assessment Standards. However, in some cases an assessment standard is first picked up in Grade 11. An example of this is LO 2, AS 11.2.3 "Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area and make recommendations for improvement" which has no foundational Grade 10 content.

While the Assessment Standards are listed in specific numerical order, no guidance unlocks the significance or meaning of the numbering system: 11.4.1 signifies the grade, the learning outcome and the Assessment Standard which spirals up from the previous AS10.4.1.

Moreover, when not understood, this numbering system cannot assist the teachers to plan and pace their learning and teaching programmes. This problem is exacerbated in the actual tourism NCS[43] document where the Assessment Standards are simply bulleted and without numbers.

While the subsequent Learning Programme Guideline document does, to a large extent, assist the teachers to plan and pace their learning and teaching programmes, it does not unlock the spiral curriculum for them.

The **CAPS** content is clearly divided per year into four terms, consisting of ten weeks each, which helps the teacher to interpret, plan and pace his/her teaching. The document is logically sequenced and leaves little room for misinterpretation. The evaluation team felt it would have been useful to have a good teaching strategy and possible resources detailed per sub-topic in the CAPS.

While Table 3.4 above relates the nine topics of the CAPS to the four LOs, the table below outlines in greater detail the changes from the NCS to the CAPS document. Table 3.11 in particular reflects the greater breadth of content and concepts in the CAPS than in the NCS as the nine main topics are unpacked through the 89 sub-topics. However, it must be noted that the overview of the CAPS document[44] does **not** correspond with the content set out in the teaching plans.[45] There are **103** sub-topics in the former and **89** in the latter. The evaluation team recommends that this imbalance be urgently corrected.

In the table below,

- Where existing content has been struck out in the NCS, an indication is given in italics as to how and where it has been retained or whether it is omitted in the CAPS.

- Additional content in the CAPS is indicated in ***boldfaced italics.***

[43] Doc 1

[44] Doc 4, pp10-11

[45] Doc 4, pp. 13-38

Table 3.10: Comparison of content per topic			
Topic	**Grade**	**NCS Assessment Standards**	**CAPS content per topic**

Topic 1: Tourism sectors	Gr 10	**Introduction to tourism**
		• The concepts "tourism" and "tourist"
		• The reasons why people travel
		• The sectors, sub-sectors and role players in the tourism industry
		• Services and products offered by the various sectors
		~~Job and career opportunities available in the tourism sectors, sub-sectors and related services.~~
		(moved to CAPS Grade 11)
			Introduction to tourism
			• What is tourism? What is a tourist?
			• Concepts: domestic tourism, regional tourism and international tourism¸ inbound and outbound tourism
			• Why do people travel and what are their needs, preferences and expectations?
			• Types of tourists and tourist profiles Tourism sectors
			• Different modes of transport: basic
			• Accommodation establishments: facilities and services offered by each type
			
			   o ***The South African grading system***
			   o ***Concepts and terminology in accommodation establishments***
			   o ***In-room technology***
			   o ***Technology for environmental responsibility***
			
			• Food and beverage establishments
			• The attraction sector
			• ***The structure of the SA tourism industry***
			• ***Technology used for payment in South Africa***

	Gr 11	• The interdependence and interrelationship between the sectors, sub-sectors and role-players, and their impact on service delivery • The transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules • The knowledge, skills and values required to function successfully within the tourism industry	Transport services in South Africa • Airports, airlines and airport operations • Technology at airports to facilitate travel • The tourism bus industry • The tourism train industry. Include ***Gautrain*** • The luxury cruise liner industry • ***Car rental*** • Job and career opportunities in the tourism sectors, sub-sectors and related services • The requirements and inherent qualities to work in the tourism industry • Entrepreneurial opportunities
	Gr 12	• ~~The impact of service excellence on economic growth and community development in SA.~~ *(omitted in CAPS)* • A variety of strategies to present a professional image in a variety of tourism contexts • Working conditions, opportunities for development, code of conduct in a chosen field	• Professional image of the staff in the tourism industry • Conditions of employment • The contract of employment • The purpose and value of a code of conduct

Table 3.10: Comparison of content per topic (continued)			
Topic	**Grade**	**NCS Assessment Standards**	**CAPS content per topic**
Topic 2: Map work and tour planning	**Gr 10**	• Map-reading skills to identify and locate physical features, borders, landmarks and so on for use in a tourism context • Distance tables to determine distances between South Africa's major cities	• Map terminology and symbols • Different types of maps: General reference maps, electronic maps • Location of SA borders, provinces, capital cities, international airports, harbours, national highways, gateways, major mountains, rivers and dams on a colour map of South Africa • Location of SA, the SADC countries, seven continents, three oceans, island groups and tourism regions on a colour map of the world • Distance indicators and distance tables
	Gr 11	None	• Identify information on SADC countries on a map of Southern Africa • The tour itinerary. • Concepts: itinerary, logical tour planning, scheduled tours
			• Factors to consider when planning an itinerary • Different types of itineraries • Writing an itinerary
	Gr 12	• ~~Develop a tour plan to match different tourist profiles~~ *(moved to CAPS Grade 11)* • Advise tourists travelling between countries about health and safety, travel entry documents and regulations, and customs requirements • Time zones and daylight saving time and the impact on travel planning and travelling	• Tour plans and route planning • Compiling a day-by-day itinerary • Compiling a tour budget • Health and safety • Travel documentation • World time zones and daylight saving time. The impact on travel planning and travelling
Topic 3: Tourism attractions	**Gr10**	~~South Africa's role in terms of supporting tourism in the SADC region~~ *(moved to CAPS Grade 11)*	• Tourist attractions in the provinces of South Africa (moved from NCS Grade 11) • ***South African fauna and flora*** • ***South African National Parks (SANParks)***
	Gr 11	Report on each SADC country as a tourist destination in terms of: • Accessibility • Infrastructure • Main attractions and/or tourist activities • ~~Famous world icons and attractions~~ (Moved to Grade 12 in CAPS) • Reasons why tourists visit each province (Moved to Grade 10 in CAPS)	Main tourist attractions in the SADC countries *(Elaborated on in greater detail in the **CAPS**)*

Table 3.10: Comparison of content per topic (continued)			
Topic	Grade	NCS Assessment Standards	CAPS content per topic
		• Why specific attractions and/or physical features are regarded as icons and determine their location globally (to Grade 12)	
	Gr 12		• **Famous world icons and attractions** (Elaborated on in greater detail in CAPS) • **Location of world famous icons on a colour map of the world** (Elaborated on in greater detail in the CAPS) • Factors contributing to the success of a tourist attraction
Topic 4: Sustainable and responsible tourism	Gr 10	• The concepts of "environment", "eco-tourism" and "sustainable and responsible" tourism. • The role of the community in protecting the environment	• Sustainable tourism concepts • Sustainable practices in tourism businesses • **The three pillars of sustainable tourism (planet, people, profit)** • Responsible tourism concepts and behaviour towards the environment • Good environmental practices • **Global warming and the tourism industry**
	Gr 11	• ~~Environmental components in the local community indicative of tourism potential.~~ • ~~Implementation plan to upgrade the local environment. Available infrastructure and businesses in the local community to support visitors to the area,~~ *(omitted in CAPS)*	
	Gr 12	• Environmental, social and economic factors impacting on sustainable and responsible tourism development. • Strategies that are in place globally to protect the environment	• **The three pillars of sustainable tourism (planet, people, profit)** • Responsible tourists • **Codes of conduct for tourist behaviour (social, economic and environmental)** • **Demand for responsible tourism.** • Role-players in responsible and sustainable tourism such as public/ private/NGO's/community and tourist

Topic 5: Domestic, regional and international tourism *(in and out of South Africa)*	Gr 10	• Promoting domestic tourism and making it accessible to all South Africans for the benefit of the whole country (moved to CAPS Grade 11)
		• Tourism arrival statistics to determine:
		  - Foreign market share
		  - Length of stay in each province
			Domestic tourism
			• Concepts
			• Benefits for South Africa
			• Domestic tourism statistics

Table 3.10: Comparison of content per topic (continued)			
Topic	**Grade**	**NCS Assessment Standards**	**CAPS content per topic**
		- Average expenditure per province • ~~The concepts "global event", "political situation" and "unforeseen occurrences"~~ *(moved to CAPS Grade 12)*	
	Gr 11	~~The benefits of hosting a global event within a tourism context~~ *(moved to CAPS Grade 12)*	Domestic Tourism Growth Strategy • Domestic travel market segments (7) according to the domestic tourism growth strategy
			• Regional tourism. SADC member countries. Map work on SADC map • Main tourist attractions in the SADC countries, including heritage sites
	Gr 12	• ~~Government's strategy with regard to redressing past imbalances in tourism participation~~ *(moved to CAPS Grade 11)* • Current affairs and recent political situations on a global scale and evaluate the impact these have on tourism trends	• Global events of international significance • Unforeseen occurrences of international significance • ***Payment methods for international tourists*** • Foreign market share – statistics regarding inbound international tourism
Topic 6: Culture and heritage	Gr 10	• The concepts of "heritage" and "World Heritage Site" • ~~Criteria for the declaration of a world heritage site~~ *(moved to CAPS Grade 12)*	• Culture and heritage • Heritage: concepts, elements and importance • Heritage sites (refer to provincial attractions) • The difference between local, provincial and national heritage sites • Examples of heritage sites in own province
	Gr 11	• ~~Local heritage sites of significance and explain why these sites are significant~~ *(moved to CAPS Grade 10)*	• South African cultural uniqueness • ***South African heritage bodies***
	Gr 12		World Heritage Sites • Concepts • The role of UNESCO: logo and main function • Types of World Heritage Sites • All the World Heritage Sites in South Africa *(moved from NCS Grade 10)*
Topic 7: Foreign exchange	Gr 10	~~The value of foreign exchange for the economy~~ *(moved to CAPS Grade 11)*	

Table 3.10: Comparison of content per topic (continued)			
Topic	Grade	NCS Assessment Standards	CAPS content per topic
	Gr 11	~~The buying power of the South African rand in relation to other currencies and its effect on tourism~~ *(moved to CAPS Grade 12)*	• Foreign exchange and its value to the South African economy • Conversion of currencies • The multiplier effect
	Gr 12	Numeracy skills to convert major foreign currencies into South African rand and vice versa	• Foreign exchange • The concept of "strong and weak rand" • Conversion of currencies • Differentiate between Bank Selling Rate (BSR) and Bank Buying Rate (BBR) • The effect of exchange rates on international tourism (inbound and outbound), influencing travel patterns of South Africans • Fluctuations in exchange rates
Topic 8: Communi-cation and customer care	Gr 10	• The impact of perception on effective communication and business profitability • What compromises service and explain the importance and value of providing quality service	• Communication (verbal and written) • Communication technology (equipment) • Service excellence: concepts, importance, advantages, consequences and recommendations
	Gr 11	• Interact effectively to ensure consumer satisfaction. • Correct procedures when dealing with customer complaints • ~~Function as a member of a team~~ *(omitted in CAPS)*	• ***Global distribution and central reservation systems*** • Customer care for foreign tourists • Customer complaints • Managing quality service
	Gr 12	• ~~Cultural needs of tourists who visit South Africa~~ *(moved to CAPS Grade 11)* • Obtaining customer feedback, analyse findings to confirm customer satisfaction • Own contribution towards achieving service excellence • ~~Own participation in the team~~ *(omitted in CAPS)*	• Reasons why service differs from one organisation to another • Methods to obtain customer feedback • Measuring customer satisfaction: the analysis and the intervention process • The impact of the service delivered by an organisation on its business profitability
Topic 9: Marketing	Gr 10		• Marketing tourism products, services and sites • Factors to consider during marketing process
	Gr 11	• Suggest ways of marketing a new tourist development in the region	• ***Promotional/advertising techniques*** • ***The marketing budget***
	Gr 12	• Explore available and possible local tourism products or services that have potential to develop into a unique tourism venture. • Suggest ways to market these and develop a basic marketing plan	• Marketing South Africa as a tourism destination (elaborated upon in greater detail in CAPS)

Table 3.10: Comparison of content per topic (continued)			
Topic	Grade	NCS Assessment Standards	CAPS content per topic
		• Products refer to manufactured items, e.g. crafts, toys, jewellery, beadwork and clothing as well as to services provided, for example transport, laundry and tourist guiding services. • The importance of a sensitive and affordable pricing structure when developing a marketing strategy. • Ways to measure the effectiveness of promotional expenditure to determine whether the investment made has brought in a return. • The role of SA Tourism in marketing South Africa. Maintaining a balance between new and existing markets • Diversity and heritage used to market and promote inbound and domestic tourism	

The table above also demonstrates that the content included in the **CAPS** has been made current. Examples of this are the inclusion of topics such as "In-room technology" (Gr 10, Term 1, Week 5); "The structure of the SA Tourism Industry" (Gr 10, Term 1, Week 8); "Transport services in SA" (Gr 11, Term 1, Week 1 - 8).

Although there are more topics in the CAPS than ASs in the NCS, it is worth noting that *the topics have been extracted from categories of content within the existing Learning Outcomes* as indicated above.

CAPS content has been rearranged to focus mainly on the following in each grade:

• Grade10: Domestic

• Grade11: Regional

• Grade12: International

The **NCS** document provides specific Assessment Standards but not the teachable content. This was remedied through the introduction of the Learning Programme Guidelines.[46] The evaluation team found both the NCS and CAPS packed in terms of content, challenging both learners and teachers. Moreover, the NCS document was found to be intense, requiring a large number of higher order cognitive skills, particularly in Grade 12. This was not the case in the CAPS document, which leaves out all higher order skills in Grade 12.

[46.] Doc 2

The evaluation team noted that service excellence and entrepreneurship in the tourism sector are not given the emphasis they require in the CAPS. Both the national Department of Tourism and the tourism industry prioritise these skills in a variety of national and specific programmes. Since these work-related capacities respond to the economic imperatives of the country, a tourism curriculum should do likewise.

3.5.4 Specification

The evaluation team analysed the topics in the NCS and CAPS documents to determine how clearly they are specified in relation to the specific content to be taught. The team examined how clear it would be for the user of the curriculum to understand exactly which content/concepts and skills are to be covered in this subject.

The following coding was used to make a judgement of each curriculum. The content was classified as **high**, **medium** or **low** in terms of its specificity:

- **High**: High specification – extremely clear subject-specific specification: very little chance for multiple interpretations

- **Medium**: Medium specification – moderately clear subject-specific specifications, some generic statements/skills or some topics underspecified

- **Low**: Low specification – not clear subject-specific specification, minimal guidance provided for users and allows for multiple interpretations

The evaluation team first analysed the degree of specificity within each of the two curricula, followed by a comparison between the two curricula.

It was found that most topics/sub-topics are not clearly specified in the **NCS** document.[47] For that reason, the Content Framework (as part of the Learning Programme Guidelines)[48] was added afterwards to guide teachers on the specifics of what they ought to teach. An example of high specification as a result of this addition is the help provided for "The world time zones" (LO 3 AS 1 (Grade 12))[49] where teachers are given the following support: Map of the "world time zones". (Refer to the map in telephone directories). The world has different time zones that change by one hour (approximately) every 15° of longitude. Countries are located on different time zones. This needs to be taken into consideration when travelling between countries in different time zones. Learners must be able to make these calculations. A second example of high specification provided in the content framework is the background information regarding tourist attractions that

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[47.] Doc 1

[48.] Doc 2

[49.] Doc 2

are known as "famous world icons" (LO 3 AS 1 (Grade 11)[50]. Much else, however, in the NCS is specified at medium or even low levels.

Examples of minimal indications that leave the teacher unsupported are: LO 1 AS 1 (Grade 12)[51] – "The cooperation received from the dealer service provider" and LO 2 AS 1 (Grade 12)[52] – The role of local government – legislation and law enforcement

In general, topics in LO 1 and LO 2 are less clearly specified than LO 3 and 4. The likely reason for this is that LO1 and 2 deal with topics that are more abstract that those in LO 3 and 4.

In the **CAPS**, on the other hand, most topics are clearly specified. As is evident from Table 3.10 above, the content across all three grades is substantial and comprehensively addresses the specific aims of Tourism (2.2). The content is well structured under nine topics. The amount of work prescribed in Grade 12 is significantly less than the work prescribed in Grades 10 and 11 because there are 27 delivery weeks in Grade 12 and 32 weeks in Grade 10 and 34 in Grade 11. High levels of specificity in the CAPS can be noted in a section such as the technology associated with tourism, which provides a considerable list of technologies used in, for instance, airports, in-room comfort.

The CAPS content is clearly divided into four terms, consisting of ten weeks which spell out the content/concepts and skills to be covered. The presentation arguably makes it easy for the teacher to interpret, plan and pace his/her teaching and assess learners. The document is logically sequenced which leaves little room for misinterpretation. It should be noted, though, that this very high level of specificity (at the SLO's micro level) is also extremely constraining if the expectation is that teachers must adhere strictly to the CAPS time frames.

There are, however, instances of poor specification in the CAPS too: the concept of *domestic tourism*, (Grade 10, Week 6, Term 2, domestic tourism) seems to be regarded as self-explanatory. So is *Reasons for segmentation of domestic tourists* (Grade 11, Week 2, Term 2, domestic, regional and international tourism). *Route planning* (Grade 12, Week 3, Term 1, mapwork and tour planning), presumably a task which requires the weighing up of a range of factors, does not offer additional guidance to the teacher. Whereas in the NCS, there was a discernible pattern regarding which topics were well or poorly specified, the evaluators could not identify why certain topics were highly specified while others are not well specified.

By way of single examples, the table below compares the specificity of **content** in the two curricula, illustrating that the **CAPS** is considerably more specific than the **NCS**:

[50.] Doc 2

[51.] Doc 2

[52.] Doc 2

Table 3.11: Comparison of specificity in the NCS and the CAPS document	
NCS **(Grade 10-12)**	**CAPS** **(Grade 10-12)**
Grade 11 LO1, AS2: **Tourism as an Interrelated System** What is domestic tourism? • Reasons to focus on the domestic market. • Domestic travel market segments. • Strategies to promote domestic tourism and making tourism accessible to all South Africans (including marketing and basic marketing principles). Benefits of domestic tourism for the country. • See the White Paper on the Development of Tourism in South Africa, the Domestic Tourism Growth Strategy, and other publications generated by SA Tourism and local tourism authorities.	Grade 11 Topic 5: **Domestic, regional and international tourism** **The Domestic Tourism Growth Strategy - DTGS** (latest version)[53] • Concept: growth strategy • Objectives for promoting domestic tourism: sustainable tourism sector growth and development, tourism sector transformation, people empowerment and job creation • Ways to meet objectives such as *increasing expenditure* (more trips, length of stay, average trip expenditure), *reducing seasonality* (year-round travel, more trips outside of school holidays), *improving the geographic spread of tourism* (more trips to less popular provinces), *increasing volumes* (get more South Africans to travel), utilising events to encourage year round travel, improving safety and reducing crime
Grade 12 LO 3 AS5: **Tourism Geography, attractions and travel trends** • Convert the major currencies to South African Rand and convert South African Rand into a selected currency (calculations). • A different rate of exchange applies to different transactions i.e. Bank Selling Rate (BSR) is used when people buy foreign currency from a bank or foreign exchange dealer and Bank Buying Rate (BBR) is used when the tourist exchanges foreign currency for SA Rand (calculators may be used). • Fluctuations in exchange rates.	Grade 12 Topic 7: **Foreign exchange** • The term "gross domestic product" (GDP) and its benefits to the South African economy • The multiplier effect and link to the GDP • The concepts of "strong" and "weak" rand • The relative strength and relative weakness of a currency at specific times • Interpret a currency rate sheet • Convert the major currencies to South African Rand and convert South African Rand into selected currencies to understand the buying power of different currencies. *(Use only exchange rates expressed as 1unit of foreign currency = value in rand, i.e. 1USD = R10, 60. Calculators may be used for calculations – rounded off to two decimals, e.g. R34,56.)* • Differentiate between bank selling rate (BSR) and bank buying rate (BBR) • The effect of exchange rates on international tourism, affecting both inbound and outbound tourists and how these influence travel patterns of South Africans travelling to developing countries as well as to developed countries • Fluctuations in exchange rates.

[53.] Circular S6 of 2013 replaces the original CAPS document content due to the revised 2012 Domestic Tourism Growth Strategy published in May 2012.

The CAPS document is very clear on which concepts per sub-topic are to be taught. By way of single examples, the table below compares the specificity of **concepts** in the two curricula, illustrating that the **CAPS** is considerably more specific than the **NCS**:

Table 3.12: Examples of concept specification in the NCS and the CAPS document	
NCS **(Grade 10-12)**	**CAPS** **(Grade 10-12)**
Grade 10 LO1, AS1: **Tourism as an Interrelated System** Hospitality Sector: Providing accommodation and meals. • Hotels, guest houses, bed and breakfast, motels, game lodges, farm houses, villas, houses, apartments, time share, caravan and camping sites, conference and exhibition centres, back-packers, cruise-ships, tents, self-catering accommodation	Grade 10 Term 1, Weeks 4,5,6: **Topic: Tourism Sectors** **Different types of accommodation establishments:** The facilities and services offered by each type • Formal service accommodation: hotels, lodges and game lodges • Guest accommodation: country houses, guest houses, bed-and-breakfasts (B and Bs) • Self-catering accommodation: chalets, houses, cottages, apartments • Caravan and camping establishments • Backpacker accommodation and hostels • *Facilities: what the **tourist** can make use of, such as a swimming pool, gymnasium, gift shop* • *Services: what the **establishment** can offer the tourist, such as laundry service, guided walks, shuttle service, 24-hour security* **The South African grading system for accommodation establishments:** • Overview of the star grading system in South Africa (exact requirements for each type of establishment is not required) • The role of the Tourism Grading Council of South Africa (TGCSA) • Benefits/advantages of grading for the tourists and the accommodation establishments • Procedure to follow to be graded • Logos that may be displayed upon grading **Concepts and terminology used in accommodation establishments:** • Concepts: double room, twin room, family room, suite, penthouse, per person, per person sharing, en suite, fully inclusive, single supplement, continental breakfast, English breakfast, buffet, a la carte, room service • Abbreviations – pp, pps, pppn, pppd

Table 3.12: Examples of concept specification in the NCS and the CAPS document (continued)	
NCS **(Grade 10-12)**	**CAPS** **(Grade 10-12)**
	In-room technology: • **Technology for entertainment:** movies/videos/DVDs on demand, internet, games, music, paid satellite TV channels • **Technology for information:** interactive TV for information on hotel facilities, menus, nearby attractions, weather forecasts, view messages, view hotel bill, wake-up calls • **Technology for safety:** electronic safe, electronic door locks, electronic key cards • **Technology for comfort:** occupancy sensors to control and pre-set lighting and room temperature, mini-bar with electronic sensors to monitor consumption, heated towel rails, bathroom extractor fans, remote-controlled TV/DSTV/air conditioners /curtains • **Technology for work:** interactive TV for accessing internet and e-mail, international multi-power point/plug, HSIA (high-speed internet access), hotspot internet access and Wi-Fi, telephone • **Technology for environmental responsibility:** electricity activation using electronic key card, digital temperature-controlled showers, energy-efficient night lights in bathroom, occupancy sensors to turn off lights **Food and beverage establishments:** • Concepts: full-service restaurants (fine-dining restaurants and family restaurants serving food and alcohol), coffee shops, fast-food/quick-service establishments, pubs/bars, dessert/ice-cream stores, taverns/shebeens, street stalls and street markets
Grade 11 LO3, AS2: **Tourism geography, attractions and travel trends** Determine the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules • The meaning of the term "gateway". • The **transport services operating between South Africa's major cities and gateways**, e.g. airline, bus, train, car rentals. • Interpret a variety of domestic transport timetables/schedules (e.g. airline, bus, train)	Grade 11 Term 1, Weeks 1-9: **Topic: Tourism Sectors** **Transport services in South Africa** **Airports, airlines and airport operations:** • Concepts: gateway, inbound, outbound, domestic flights, regional flights, inter-continental flights, transcontinental flights, transatlantic flights, connecting flights, long-haul flights, medium-haul flights, short-haul flights, chartered flights, international airports, national airports, privately owned airports and private landing strips in tourism context

Table 3.12: Examples of concept specification in the NCS and the CAPS document (continued)	
NCS **(Grade 10-12)**	**CAPS** **(Grade 10-12)**
• Reasons why some modes of transport are more costly than others. • Reasons why timetables and prices change on a regular basis, e.g. peak tourist seasons.	**South Africa's international and national airports:** • Location on a map. • International status of airport (cargo only or passenger and cargo) • Airports operated by Airports Company of South Africa (ACSA) • Airlines operating in South Africa, such as South Africa's national carrier, budget airlines, international carriers operating in South Africa • Interpretation of airline timetables/schedules **Airport terminology:** • Airport (landside, terminal, airside), gate, check-in counter, speed check-in kiosks, boarding pass, gate, security control points, boarding, carousel, baggage claim area • Check-in procedures, boarding procedures • Baggage allowances (domestic flights) • Safety procedures before take-off **Aircraft terminology:** • Aisle, galley, cockpit, overhead storage bins, tray tables, cargo hold, entertainment and oxygen masks. **Seating configuration in an aircraft:** • Wide- and narrow bodied aircraft. Travel class sections (business class, economy class). Locating your seat in an aircraft. Aisle seats and window seats, emergency exit seats (focus on the type of aircraft used by the airlines operating in South Africa). **Technology used at airports:** • Technology at airports to facilitate travel, such as baggage wrap equipment, x-ray security scanners, biometric scanners, thermal body scanners, metal detectors, information display boards, touch screen information systems. Include any new developments • The use of PDIs (Personal Digital Assistants/ Smartphones) for air travel ("iTravel") (electronic information, e.g. travel documents, tickets, identification, boarding passes). Include any new developments. **The tourism bus industry:** • Major tourist transporters, different types of buses: minibuses, coaches, mega buses, sleeper coaches, special purpose buses such as open-top buses for sightseeing • Information provided on bus schedules

Table 3.12: Examples of concept specification in the NCS and the CAPS document (continued)	
NCS **(Grade 10-12)**	**CAPS** **(Grade 10-12)**
	The tourism train industry: • Difference between commuter trains (Metrorail) and tourists trains such as Shosholoza Meyl • Terminology: schedule, coaches, coupé, compartment, lounges, tourist class, economy class, bedding tickets, dining car • Heritage/novelty/scenic tourist trains • Luxury trains such as Blue Train, Rovos Rail, Shongololo Express, Premier Classe (http://premierclasse.co.za) • Information provided on train schedules **The Gautrain:** • Interesting features such as exterior and interior appearance, security, speed • Gautrain technology such as ticketing procedures, electronic boarding procedures, electronic arrival and departure announcements • Routes, parking facilities and bus service linked to the Gautrain • Benefits for the tourism industry Include any new developments **The luxury cruise liner industry:** • Concepts: port, cruise terminal, state rooms, cabins, suites, decks • Facilities and entertainment on board • Information provided on luxury cruise liner packages Introduction to the car rental industry in South Africa (use major car rental companies in South Africa) • Conditions for renting a vehicle (age, driver's licence, creditworthy, signing of contract) • Different rental packages/options • Insurances: CDW, TLW v/s SCDW, STLW and PAI • Additional costs and charges: tourism levy, fuel deposits and charges, airport surcharges, additional driver charges, contract fee, delivery and collection charges, cross-border fees, optional equipment • Incidental costs: administration fee for accidents, traffic fines

In summary, the CAPS is generally very clear on which concepts per sub-topic are to be taught, and better in this respect than the NCS. However, the skills required of learners are implied in the topics but not explicitly described in the content.

Gaps/Omissions, Additions/Expansions

The evaluation team regarded these four concepts together when analysing the curricula.

Whether an omission occurred deliberately or by accident is not the concern of the team, but they did look for any glaring gaps/omissions.

The team regard a gap/omission as:

- Content in a particular grade that does not have the necessary foundational knowledge provided in the previous grade
- Lack of evidence of a topic essential for the tourism industry
- A topic in the NCS that does not appear in the CAPS.

In the same way, the team regarded additions/expansions as overlapping concepts. These became a corollary of gaps/omissions. Thus in the discussion below where gaps/ omissions were identified, the team automatically indicated how these were filled by additions/expansions.

Content in a particular grade that does not have the necessary foundational knowledge provided in the previous grade

In the **NCS**, the tour plan appears for the first time in Grade 12. The complexity of compiling a tour plan must be underpinned with essential knowledge in the previous two grades. (The mapwork in Grade 10, for example, is not contextualised for tour planning.)

This omission has been rectified in the **CAPS** document where the process of compiling a tour plan begins in Grade 10 with five weeks of mapwork which includes different types of maps, local, regional and international tourism regions. In Grade 11, the concepts of tour planning, scheduled tours, factors to consider when planning a tour, different types of itineraries and writing of an itinerary are included. This culminates in the compilation of a day-by-day itinerary in Grade 12.

Lack of evidence of a topic essential for the tourism industry

The **NCS** refers only to "available technology to communicate". There is no evidence of other technology essential for tourism.

The **CAPS** document extends this concept by referring to in-room technology; technology for payment in South Africa, and technology used at airports (see Table 3.12 above for detail).

Topics in the NCS that do not appear in the CAPS document

The following topics do not appear in the CAPS document:

- "Review the effectiveness of own participation in the team and report on how teamwork supports the delivery of quality service".
- "Discuss government's strategy with regard to redressing past imbalances in tourism participation".
- "Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these".

The last two are topics with extensive implications for understanding tourism nationally while the first is a skill whose omission is serious in a service subject.

While service excellence and entrepreneurship in the tourism sector are mentioned in the CAPS, the evaluation team felt that these topics have not been given the prominence they require in tourism as a subject, especially when there is serious governmental focus on tourism as a growth industry.

Topics in the CAPS document that do not appear in the NCS

Further to those mentioned above, examples of additions/expansions are:

Grade 10, Term 3, Week 5, 6 and 9 – South African fauna and flora as a tourist attraction, South African National Parks (SANParks), luxury private game reserves, national botanical gardens, global warming and the tourism industry

Grade 11, Term 2, Week 5 – South African heritage bodies

Grade 11, Term 3, Week 8 and 10 – different types of promotional/advertising techniques, global distribution systems

Grade 11, Term 4, Week 6 – entrepreneurial opportunities in tourism (though not to the level of specificity required to become an entrepreneur, in the eyes of the evaluation team)

Grade 12, Term 3, Week 1 – forms of payment when travelling internationally.

The addition of new content in the CAPS document has expanded the breadth of knowledge, and in many cases, brought the curriculum up to date (see, for example, the reference to the *Domestic Tourism Growth Strategy* (DTGS) in Table 3.11). While all curricula need updating, tourism is clearly a subject that benefits from keeping abreast with changes in the sector.

3.6 CONTENT/SKILL WEIGHTING, EMPHASIS AND DEPTH

3.6.1 Weighting

Umalusi evaluators were asked to determine the percentage of time allocated to each topic in the curriculum documents.

The NCS is allocated four hours per week, but teachers must "pace topics across the 40 weeks".[54] No evidence was found of time allocation or weighting of topics per week or term. In the absence of any time allocation per topic in the NCS Learning Programme Guidelines,[55] the Tourism team determined the weighting of topics from the number of Assessment Standards per learning outcome expressed as a percentage of the total number of Assessment Standards per grade.

Tourism is allocated four hours per week in the CAPS document. The document goes on to state: "As this subject involves practical work which makes up 25% of the end-of-year promotion or certification mark, the timetable should make provision for one double period of 80-90 minutes per week during which learners can do practical work."[56]

The document further states: "The volume of the content in a particular week is an approximate indication of how long it would take to teach this content, and includes other class activities such as informal and formal assessment, working on a project and the practical assessment task (PAT)."[57]

Teaching plans are provided (pp. 13-37) for Grades 10 – 12. These are developed "to be completed over a period of four terms consisting of ten weeks each".[58]

These time allocations were used to determine the weighting per topic expressed as a percentage of the total allocation of time per grade.

The following two tables give the approximate percentage of time allocated per topic in both the NCS and CAPS document:

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[54] Doc 2, p. 16

[55] Doc 2

[56] Doc 4, p. 9

[57] Doc 4, p. 12

[58] Doc 4, p. 12

Table 3.13: Approximate weighting of time in the NCS per Learning Outcome

The **NCS** has four central topics, expressed as Learning Outcomes. The time allocation for each of the grades is:

Learning Outcome	Approximate weighting expressed as percentages			
	Gr 10	Gr 11	Gr 12	% of total curriculum
Tourism as an interrelated system	19	17	17	18
Responsible and sustainable tourism	19	22	22	21
Tourism geography, attractions and travel trends	38	33	33	35
Customer care and communication	25	28	28	27

Table 3.14: Approximate weighting of time in the CAPS per Topic

The **CAPS** has nine main topics, derived from the NCS 4 Learning Outcomes. The time allocation for each topic in the grades is:

Learning Outcome	Approximate weighting expressed as percentages			
	Gr 10	Gr 11	Gr 12	% of total curriculum
Tourism sectors	28	41	11	27
Map work and tour planning	16	3	30	16
Tourism attractions	19	16	19	18
Sustainable and responsible tourism	9	0	7	5
Domestic, regional and international tourism	9	6	15	10
Culture and heritage tourism	6	6	4	5
Foreign exchange	0	6	7	4
Communication and customer care	9	13	4	8
Marketing	3	6	4	4

The team then considered the percentages in the two tables above and merged the nine topics of the **CAPS** into the four LOs of the **NCS**. The approximate percentage of time allocated across Grades 10-12 to the central topics is presented in the table below:

Table 3.15: Comparison between the NCS and the CAPS – approximate time weighting as percentage of total subject time (Gr 10 -12)

Merged topics (**NCS** in bold; **CAPS** as bullets)	NCS	CAPS

1. **Tourism as an interrelated system**
   • Tourism sectors
   • Domestic, regional and international tourism
	18%	37%

2. **Responsible and sustainable tourism**
   • Sustainable and responsible tourism
   • Culture and heritage tourism
	21%	10%

3. Tourism geography, attractions and travel trends • Mapwork and tour planning • Foreign exchange • Marketing • Tourism attractions		35%	42%
4. Customer care and communication • Communication and customer care		27%	8%

The differences in emphasis are apparent: with the CAPS, the subject has become content-focused (first outcome) with a significant reduction on the service aspect, as is evident from the change of weighting in the last outcome

3.6.2 Curriculum emphasis in the NCS and the CAPS

If one considers time allocation as a proxy for emphasis in the curriculum, it is possible to infer the respective emphases from Tables 3.13 and 3.14.

NCS

LO 3 (Tourism geography, attractions and travel trends) has the greatest weighting across the three years, probably because the complexity and breadth of this foundational knowledge is essential for the study of tourism.

LO 2 (Responsible and sustainable tourism) gradually increases in weighting from Grade 10 to 12, presumably because of the greater cognitive skills required in Grade 12, such as "evaluate", investigate", and "explore".

LO 4 (Customer care and communication) is consistently weighted across the three years at more than 25% of the time allocated, if one assumes all four topics were to be equally weighted. This weighting is in line with the team's expectations, since customer care and service excellence are considered to be the crux of success in the tourism industry.

The first topic remains more or less consistent at just under 20% of the time allocated per grade per year.

CAPS

Table 3.14 above shows that the three most important topics are: Tourism Sectors, with the greatest weighting with 27%, *Map Work and Tour planning* (16%) and *Tourism Attractions* (18 %). *Communication and Customer Care* (8%) becomes one of the smaller topics

alongside all the other minor topics (*Domestic, regional and international tourism, Sustainable and responsible tourism, Culture and heritage tourism, Foreign Exchange and Marketing*) which have a weighting of between 4% and 5%.

The changes in emphasis between the two curricula are highlighted if one considers the relative weightings assigned in Table 3.15 above. When comparing the four NCS Learning Outcomes with the topics in the CAPS, *Tourism Geography, Attractions and Travel Trends* are within 7% of one another in the two curricula (35% and 42% respectively).

Sustainable and Responsible Tourism carries greater emphasis in the NCS than the CAPS (21% and 10% respectively in terms of time allocation).

Conversely, *Tourism as an Interrelated System* has a redoubled emphasis in the CAPS when its time allocation is compared with that of the NCS (37% and 18% respectively). The adjustments in emphasis occur at the expense of *Communication and Customer Care*.

3.6.3 Depth across the NCS and the CAPS

In the **NCS**, the broad coverage fits generally with the tourism industry. Some topics seem overloaded, e.g. in Grade 12: Diversity and Heritage in South Africa, and Grades 10, 11 and 12: Attractions (local and international).[59] Within the spiral, opportunity is provided across the three years for learners to move from a superficial grasp of topics to a more refined and powerful grasp: for example, 10.2.4 "demonstrate understanding" becomes 11.2.4 "explore sites" while 12.2.4 "explain" requires application. (See, as another example, the changes across ASs 10.1.3 to 11.1.3 and finally 12.1.3).[60]

In the **CAPS**, generally, the team found limited opportunity for learners, "to move from a superficial or primitive grasp of a topic to a more refined and powerful grasp of it",[61] in Bruner's words.

In the CAPS, where skills are specified, they are of a lower cognitive level (e.g. identify, describe, match, and explain). Even when higher order skills are seemingly specified (e.g. compare, differentiate, interpret, analyse), closer analysis reveals that learners are actually required to operate at a lower level of difficulty. Significantly, the CAPS has omitted all the research and investigative skills required in the NCS (e.g. report, make recommendations, investigate, explore, suggest ways, source information).

The notable exception in the CAPS is the opportunity provided by compiling a tour plan which begins in Grade 10 with five weeks of mapwork and includes the use of different types of maps, local, regional and international tourism regions. In Grade 11 the concepts

[59.] Doc 6

[60.] Doc 1

[61.] A paraphrase of Bruner's (1995:334) concept of depth

of tour planning, scheduled tours, factors to consider when planning a tour, different types of itineraries and writing of an itinerary are included. The process culminates in the compilation of a day-by-day itinerary in Grade 12. Such a progression requires learners to develop a more refined and powerful grasp of a topic.

The CAPS uses fewer higher order verbs[62] in the description of topic requirements than the NCS does. In the suggestions for projects in the CAPS document in Term 1 of Grade 12, does use the verbs "design" and "analyse"[63] but these are as suggested projects: a teacher may legitimately ignore these in favour of other, less demanding topics.

3.7 PACING

The team considered the stipulation in the curricula evaluated, using the descriptors below:

- **High** – High stipulation – pacing is made very explicit by clearly stipulating what topics are to be covered in what time frame

- **Moderate** – Moderate stipulation – a moderate degree of specification of pacing provides broad parameters as to what should be covered over the course of the grade

- **Low** – Low stipulation – pacing is left to the discretion of the teacher and little or no indication is given of the rate at which content should be covered beyond a specification of content per phase.

The **NCS** has low levels of stipulation of pacing for all three grades, leaving the matter open to the teacher.

The **CAPS**,[64] on the other hand, stipulates pacing throughout with topics allocated clearly to specific weeks per term.

3.8 SEQUENCING AND PROGRESSION

Sequencing is the logical order in which content must be taught within a particular topic. Sequencing is much more critical as a curriculum requirement in some subjects than in others. In subjects such as mathematics and physical science, for example, the sequencing of topics is important because earlier content must have been acquired in order to learn more advanced concepts and skills.

[62.] In terms of Bloom's six level taxonomy

[63.] Doc 4, p.32

[64.] Doc 4, pp.13-37

Bernstein's (1990; 1996)[65] framework for analysing curricula, which informed the present analysis, considered the specification of the sequencing of curriculum content both within a particular topic and across topics. An example of sequencing *within* a topic is reading distance tables, which requires foundational knowledge of basic map skills. Sequencing across topics is exemplified by the concept of time zones which requires prior knowledge of how to locate a country/city on a map of the world.

While all subjects have sequencing requirements, the sequencing needs may be less stringent in those subjects which are, in Bernstein's terms, horizontal in structure. While sequencing is required for aspects of tourism, the subject has, in Bernstein's terms, a horizontal structure.

The evaluation team described the level of specification of sequencing in the curricula using the following descriptors:

- **High** indicates that the order in which topics are to be taught is clearly specified and prescribed;

- **Moderate** specification refers to situations where a general order in which topics are expected to be taught is suggested, but with allowance for some discretion on the part of the teacher;

- **Low** indicates that there is no particular order indicated in which the teacher should present or teach the topics, and the sequencing of content is at the discretion of the teacher.

3.8.1 Specification of sequence

In the **NCS**, the level of specification of sequencing is generally low: the four LOs are not sequenced. However, well-reasoned ordering informs the grouping of the Assessment Standards for each Learning Outcome per grade.

In the **CAPS**, the topics are presented in the order they are to be taught. Doc 4[66] allocates all nine Topics in detail to specific weeks. Some small allowance is however made for discretion on the part of the teacher.[67]

3.8.2 Indication of progression

Progression refers to the growth and complexity level of a topic as it is presented over a period of time – either within a grade or across grades.

[65.] Bernstein, B. 1990. *The structuring of pedagogic discourse: Class, codes and control, Volume IV*. London, Routledge
Bernstein, B. 1996. *Pedagogy, symbolic control and identity theory*. London, Taylor and Francis

[66.] Doc 4, pp.13-37

[67.] Doc 4, p.12

The team examined the two curricula using the following indicators to express the evidence of progression found:

- **Strong**: evidence found of clear movement from one type of related content/concept/skill to another, or a clear progression in terms of increasing complexity or difficulty in a topic from one NQF Level to the next.

- **Moderate**: some indications of a shift to different content/concepts/skills were found, or where some instances pointed to an increase in the complexity or difficulty at which topics are addressed at different levels.

- **Weak**: very little indication of progression in terms of shift of content/concept/skill from one level to the next could be found, or where little evidence of increasing complexity or difficulty is evident across levels.

- **None**: no shift in the content/concept/skill or change in complexity/difficulty from one level to the next was evident.

Table 3.16 below summarises the findings of the evaluation team with respect to the nature of the progression evidenced in both curricula. Strong progression is discerned across grades in both. Given what is already known, it is not surprising that the NCS is found wanting in terms of content progression in the grades, while the CAPS is weak in terms of skills development during each year.

Table 3.16: Indication of progression – within and across grades in the NCS and the CAPS					
		NCS		CAPS	
		Strength of progression	Rationale/justification	Strength of progression	Rationale/justification
Within grades	Content	Weak	Within Grades 11 and 12 the four Learning Outcomes are kept discreet and do not build on one another.	Weak	There is little evidence of content development within each grade.
	Concept	Moderate	Grade 10 shows conceptual growth from *Tourism as an interrelated system* to the other three Learning Outcomes.	Moderate	Grade 10 also evidences a conceptual growth from Tourism sectors to the other eight Topics.
	Skill	Moderate	In Grade 10, the learners' skills progress from basic knowledge to demonstrating an understanding, applying, and analysing.	Weak	Evidence of skills development within any of the three grades is largely missing.

Table 3.16: Indication of progression – within and across grades in the NCS and the CAPS (continued)					
		NCS		**CAPS**	
		Strength of progression	**Rationale/justification**	**Strength of progression**	**Rationale/justification**
Across grades	**Content**	Moderate	LO4 moves from an understanding of *Customer care and communication* in Gr 10, to practising it in Gr 11, to a consideration of the tourists visiting South Africa and their communication needs.	Strong	*Tourism Attractions, Domestic, Regional and International Tourism and Culture* and *Heritage Tourism* move with **strong** progression from local to regional to international content across the three grades.
	Concept	Strong	LO2 moves in ever wider circles from an initial understanding of Sustainable tourism concepts, to these concepts as related to the local community and to national considerations. In the same way, *Heritage* is conceptualised in Gr 10, linked to local sites in Gr 11 and in Gr 12 refers to marketing for inbound and domestic tourism.	Strong	*Communication and Customer Care* moves conceptually from the general to the specific from Gr 10 to 12.
	Skill	Strong	LO1 moves from **understanding** to **analysis** to **evaluation** from Grades 10 -12. There is thus growth from Bloom's lower order thinking to higher order thinking.	Weak - Moderate	Only *Map work and Tour Planning* has a strong link from the Gr 10 map skills through the Gr11 itinerary planning, to the Gr 12 tour plan.

3.8.3 Progression and complexity of topics in the NCS and the CAPS

In summary, Doc 2[68] of the **NCS** provides a reasoned, scaffolded progression that would develop concepts, content and skills across the three years as a result of its spiral curriculum design. Three of the four Learning Outcomes (LO1, LO2 and LO4) display a clear, logical progression over time. What is significant about the design is that by Gr 12, learners are required to use higher order thinking: two requirements for evaluation and five requirements for research and reporting are expressed in the Assessment Standards.

In the **CAPS** document, a strong progression in terms of content knowledge is written into the curriculum across the three years. However, the content simply requires "knowing what". For example, in Grade 12, five out of the seven Topic delivery weeks in Term 2 are spent on low-level learning of icons and attractions.

[68.] Doc 2, pp.38-53

The team did find limited evidence of an increase in depth of knowledge or an increase in thinking skills required from Grades 10 to 12.

3.8.4 Similarities/differences in progression

Because of the spiral design of the NCS,[69] the progression of concepts, content and skills across the three years is scaffolded for teachers and learners. Apart from the Tour Plan which is scaffolded across the three years, the CAPS demands broad coverage of content knowledge and concepts, and does not offer a scaffolding of skills. While it may be argued that the content of *Customer Care and Communication* is repeated over the three years of study in the NCS, it is coupled with increasing skills and reflexivity on the part of the learner.

The CAPS document omits teamwork and reflexive thinking requiring the learner to consider his/her "own contribution towards achieving service excellence…"[70] which does appear in the NCS.

3.9 CURRICULUM COHERENCE

The team considered curriculum coherence to refer to:

- sensible connections and co-ordination between topics within a grade/level and through the grades/levels;

- a logical, and if appropriate, hierarchical sequence of knowledge over time; [71]

- logical and sensible shifts in the content specified at different levels, where a particular form of reasoning or conceptual logic informs the ordering of the knowledge

- a central idea or overarching principle makes the structure of the curriculum apparent to its users.

In terms of a "central idea" as outlined above, the four **NCS** topics meet the requirements of the purpose statement for the subject in Document 1, p. 9. However, the requirement for learners to "explore entrepreneurial opportunities…" is not covered sufficiently, with the only AS that could be linked to this statement being LO 2 AS 3 in Grade 12: "Explore available and possible local tourism products that have the potential to develop into a unique tourism venture and suggest way to market these." Similarly, the purpose statement "using science and technology effectively"[72] is not sufficiently covered by LO 4, AS 5 in Grades 10 and 12.

[69.] Doc 2, pp.38-53

[70.] Doc 3, p.11

[71.] Schmidt explains that content standards that are not based on a progressive structure that is reflective of the discipline seem likely "to appear arbitrary and to look like a 'laundry list' of topics" (Schmidt, 2005: 528).

[72.] Doc 2, p.9

The NCS does acknowledge the centrality of the service ethic in the tourism industry in *Customer Care and Communication*, a concern which is evident in LOs 1 and 4 across the three years of study.

In terms of a "logical, hierarchical sequence of knowledge, sensible shifts in content, evidence of a particular form of reasoning and a conceptual logic in the ordering of the knowledge", the NCS provides clear direction over the three years.

The list of general aims in the **CAPS** document[73] is similar to the NCS purpose statement[74] and the team used these as a "central idea" to consider coherence. However, the nine topics do not meet all the requirements of the general aims. For example, "high knowledge and high skills", "active and critical learning", "progression", "identifying and solving problems critically and creatively", "work effectively as individuals with others as members of a team" are *not* evident in the teaching plans. Added to the general aims, the CAPS document states:[75]

"The following must be incorporated throughout the teaching of Tourism, whether it is indicated in the annual teaching plan or not:

- Awareness of career opportunities

- Awareness of service excellence

- Awareness of South Africa as a tourist destination."

The nine topics over the three years successfully cover the first and third bullets above, but the team felt that service excellence is not sustained as a central theme.

The general aim "use science and technology effectively", is well covered by Topic 1: Tourism Sectors from Grades 10 and 12.

In terms of the features of coherence outlined above, the CAPS is coherent in terms of content knowledge that progresses strongly over the three years in eight of the nine topics (See Table 3.16 above for detail).

3.10 SPECIFICATION OF PEDAGOGIC APPROACHES

The team considered the specification of general pedagogic approach using the following descriptors to code both the general pedagogic approach and the pedagogic approach specific to the subject:

High – high specification – detailed guidance is given in the curriculum regarding the preferred general or subject-specific pedagogic approach

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[73.] Doc 4, p.5

[74.] Doc 1, p.9

[75.] Doc 4, p.12

Moderate – moderate specification – some guidance is given in the curriculum regarding the preferred general and/or subject-specific pedagogic approach

Low – low specification – the preferred general or subject-specific pedagogic approach is mentioned in a few places but no details provided

None – no specification - the curriculum provides no information or guidance regarding the general or subject-specific pedagogic approach.

Table 3.17:	Specification of general and specific pedagogic approaches in the two sets of documents		
		NCS	**CAPS**
General Pedagogic Approach	**Level of indication**	Low	None
	Brief description of approach	The NCS describes in general terms the kind of teacher that is envisaged for delivering the curriculum	No reference to general pedagogy.
Subject-Specific Pedagogic Approach	**Level of indication**	None	Moderate
	Brief description of approach	No reference to tourism-related pedagogy.	The CAPS refers to tourism-related pedagogy.

The level of specification of pedagogic approach ranges from "None" to "Moderate" in both documents, the highest being in the CAPS with regard to subject-specific specification.

3.10.1 The general pedagogic approach

The NCS describes the kind of teacher envisaged for delivering the curriculum as "being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists."[76]

3.10.2 The subject-specific pedagogic approach

The CAPS document refers to teachers accessing tourism-related information through the internet … (to) source, download and print relevant and new information, such as flight schedules, car-hire packages and tour packages. In addition, there is also reference to the organisation of classrooms.[77] Such information helps to guide subject teaching even if information access is not currently available to all.

The evaluation team concluded that the approach in the NCS curriculum is primarily constructivist, while the CAPS is a content-based, syllabus-type curriculum.

[76.] Doc 1, p.5

[77.] Doc 4, p.9

3.11 ASSESSMENT

3.11.1 An overview of guidance for assessment in the curricula

Assessment in both the **NCS** and **CAPS** is guided by two generic, underpinning documents:

- *The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement* describes generic, subject-related assessment issues such as recording and reporting, time allocation and promotion requirements. The principles, forms of assessment and ways to assess are applicable to all subjects.

- The *National Protocol for Assessment: Grades R – 12* describes generic assessment processes across all subjects.

The **NCS** Subject Assessment Guidelines for Tourism[78] specifies the forms of assessment and the required number of assessment tasks, together with their weighting for the final mark, from Grades 10 to 12 in annual programmes of assessment. The programmes of assessment are:

Grades 10 and 11
- 2 tests
- 1 mid-year examination
- 1 practical assessment task
- 3 other tasks*
- 1 end-of-year examination

Grade 12
- 2 tests
- 2 exams (mid-year and trial)
- 1 Practical assessment task
- 2 other tasks*

The NCS requires tests, examinations, practical assessment tasks and other tasks*, such as assignments, investigations and projects in the form of practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies.

The Tourism **CAPS** has an introduction to assessment that refers to both informal and formal assessments. This introduction outlines the approach taken towards assessment: it is one of continuous assessment and involves four steps that are explained in the document. The nature of the guidance is specific: assessment for learning (daily assessment) and of learning (formal assessment).

Type of assessment, examinations and practical assessment tasks, recording and reporting are also discussed. Promotion and moderation of assessment is also referred to. More detailed support for assessment is found in the *National Protocol for Assessment*.[79]

In the CAPS document,[80] clear general guidelines for the management of assessment are provided, giving teachers a good understanding of the approach towards assessment and additional guidance for formal and informal assessment. On p. 61, a clear outline

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[78.] Doc 3, pp. 8 -11

[79.] Doc 5 as reference

[80.] Doc 3, p.1

of the formal assessment criteria includes information about internal and external assessment. The weightings for various assessment tasks for all three grades are clearly indicated. All assessment for Grade10 - 11 is internal, while in Grade 12, 25% of the final mark is internal (externally moderated) and 75% is external.

Table 3.18: Number and types of assessment tasks in the two curricula		
	NCS	**CAPS**
Number of assessment tasks specified	Number of tasks is clearly specified.[81] Doc 2[82] gives an exemplar of tasks distributed per term.	In Grades 10 and 11, the seven assessment tasks include the final examination. In Grade 12, six tasks are specified.
Types of assessment specified	Doc 3 specifies the types and number of assessment tasks required per grade: • tests • exams • practical assessment task • other tasks (see below)	The types have been clearly specified per grade as: • tests and open book tests • research projects • examinations In Grade 12, the one test in the 3rd term can be adapted to serve as a trial examination.[83] The Practical Assessment Task (PAT) is additional. Done in two phases, it is not part of the School Based Assessment (SBA) but serves as an additional paper.
Examples of dominant types of assessment specified	Tests, examinations, practical assessment tasks, other tasks, such as assignments, investigations and projects in the form of practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies.	Tests, examinations. There are well-defined instructions to support teachers on tests and examinations in the CAPS. As there is mention of only one project, it cannot be considered as a dominant assessment type.

3.11.2 Specificity and clarity of guidance for assessment

The evaluation team considered the specificity of guidance given to teachers on assessment using the following coding:

• **General** – general/generic assessment guidance is given

• **Subject-specific** – subject-specific assessment guidelines are provided

• **Both** – both general and subject-specific guidelines are provided

• **Neither** – no assessment guidance is provided.

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81. Doc 3, pp.8-13

82. Doc 2, pp.38-53

83. Doc 4, p.35

The team then considered the **clarity of guidance** given on assessment using the coding:

- **High** – high degree of clarity – assessment information is detailed, specific, clear, and comprehensive, and is not likely to result in differing interpretations.

- **Moderate** – there is a moderate degree of information regarding assessment that is generally clear

- **Low** – there are broad statements about assessment that lack clarity and allow for multiple interpretations

- **None** – there is no guidance for assessment.

Table 3.19: Specificity and clarity of assessment guidance in the two sets of curriculum documents			
	Coding	**NCS**	**CAPS**
Specificity of assessment guidance	General /generic Subject-specific Both Neither	Both[84] general and subject-specific guidelines are provided	Both general and subject-specific guidelines are provided
Clarity of assessment guidance	High Moderate Low	Moderate degree of information regarding assessment that is generally clear	High degree of clarity – assessment information is detailed, specific, clear, and comprehensive

The NCS *Grades 10 to 12 (General) Policy for Tourism*[85] gives six competency descriptors to guide teachers in their assessment. These descriptors were later changed to seven levels but never amended in the NCS (General) document. They are given in the *Subject Assessment Guidelines*, however.[86]

Assessment in the CAPS document is integrated into the curriculum. The assessment topic delivery sequence per week and term are aligned which provides support and clarification to the teachers on implementation. It should also reduce the assessment administrative overload. The CAPS document thus defines a clear teaching plan which incorporates formal assessment tasks.

3.11.3 Assessment guidelines across the NCS and the CAPS

The **NCS** Subject Assessment Guidelines (SAG)[87] supports the policy document. The aim of the SAG is to standardise school/site based assessment with special reference to the formal tasks and assessment requirements. The SAG also refers to school level, cluster/ district/regional and national moderation.

[84.] Doc 1, Doc 2 and Doc 3

[85.] Doc 1

[86.] Doc 3, p.5

[87.] Doc 3

In the **CAPS**, the subject and assessment guidelines are integrated in the subject content description. The CAPS refers to the 3 levels of moderation which are internal score moderation, moderation by a curriculum advisor and Grade 12 provisional/national moderation. The *National Policy Pertaining to Promotion Requirements* also supports the CAPS regarding external moderation policies. Overall, the CAPS document offers a clearer approach to assessment and moderation than the NCS does, where teachers have to integrate information from two different documents.[88] However, the minimum marks allocated per test/exam/task[89] are not clearly spelled out in the CAPS.

In the CAPS, Bloom's six cognitive levels have been collapsed into three levels, while the NCS identifies four cognitive levels. Both sets of documents make it difficult for teachers to determine a true level of cognitive ability if two levels are combined into one new level. Thus, at the highest level, which comprises synthesis and evaluation, a teacher may set only set questions requiring synthesis, thus ignoring evaluation and they would consider the items to be at the highest of the cognitive levels.[90] It has been mentioned previously that the CAPS uses few action verbs to detail different levels of demand. Teachers will therefore find it difficult to set questions reflecting the various cognitive levels.

3.12 INTEGRATION

The evaluation team considered three dimensions of integration: between-subject integration, intra-subject integration and integration between the subject and knowledge of the everyday world.

The purpose was to consider the degree to which Tourism is integrated into the broader curriculum or kept separate, and to what extent explicit relationships and connections are made between tourism topics and knowledge of the everyday world.

The following coding system was used to determine **between-subject integration**:

- **High** – a number of references to different subjects are integrated into the subject in question
- **Moderate** – in a few places reference is made to other subjects, or connections to topics in other subjects are made
- **Low** – the subject is treated separately from other subjects in the curriculum and there is very little or no referencing of other subjects.

[88.] Docs 1 and 3

[89.] Docs 4-6, general reference

[90.] Doc 4, p.40

Table 3.20: Between-subject integration in NCS and CAPS			
		NCS	**CAPS**
Relationship between subjects	Level of integration (High/Moderate/Low)	High	High
	Example 1	History – Heritage[91]	Life Siences – sustainable tourism – biodiversity[92]
	Example 2	Geography – mapwork Hospitality – service Home Language – report writing[93]	Geography – mapwork Maths literacy – costing, Forex.[94]

The following coding system was used to determine **within (or intra) subject integration**:

- **High** – relationships and connections between different topics within the subject are explicitly indicated

- **Moderate** – in a few places relationships and connections between different topics within the subject are explicitly indicated

- **Low** – there is little or no explicit indication of the relationships and connections between different topics within the subject

The evaluation team's analysis suggested moderate levels of internal integration:

Table 3.21: Internal integration in tourism in NCS and CAPS			
		NCS	**CAPS**
Relationship within subject Tourism	Level of integration (High/moderate/Low)	Moderate	Moderate
	Example 1	Service, Grade 12 Assessment Standards 1.1 and 4.3[95]	Tourism sector Grade 10: Types of tourists and tourist profiles in week 2 and the attraction sector in week 7
	Example 2	Relationship between Assessment Standards 2.1, 2.2, 2.4 Grade 10. Environment, community and environment, heritage[96]	Tourism sector Grade 10: The different modes of transport in week 2 and in Grade 11, week 5 – 9: The tourism bus industry, the tourism train industry, the Gautrain, cruise liners, car rental

The evaluation team then considered the degree of integration between Tourism and the **learners' everyday knowledge and experience** and whether this knowledge forms part of the curriculum or not.

[91.] Doc 1, p.11

[92.] Doc 4, Grade 10 Biodiversity, p.19

[93.] Doc 1, p.11

[94.] Doc 4, Grade 12

[95.] Doc 3

[96.] Doc 3

The following coding system was used:

- **High** – learners' everyday world and knowledge, the world of work and communities is constantly referenced and forms part of the knowledge specified in the curriculum

- **Moderate** – learners' everyday world and knowledge, the world of work and of learners' communities is referenced in a few places in the curriculum.

- **Low** – the curriculum emphasises subject-specific knowledge, and there are no or almost no references to the everyday knowledge of learners and their communities or the world of work.

The evaluation team's analysis suggested moderate levels of integration of learners' everyday knowledge and experience:

Table 3.22: Integration between tourism and the learners' everyday knowledge and experience and world of work		
	NCS	**CAPS**
Level of integration (High/moderate/Low)	**Moderate** A degree of everyday knowledge is incorporated in the subject.	**Moderate** A degree of everyday knowledge is incorporated in the subject.
Example 1	AS 3.6: Research current affairs and recent political situations on global scale, e.g. (Grade 12) – Japan, March 2011, Tsunami[97]	Grade 12, Term 1, Week 1: Global Events of International significance, e.g. COP 17 2011. Week 7: Health and Safety
Example 2	Travel skills such as in AS 3.1 World Time Zones, AS 3.5 World Currencies[98]	Grade 12 Term 3: Domestic, regional and international tourism – forms of payment e.g. EFT, transfers, credit cards
Level of integration (High/moderate/Low)	**Low** AS 1.3 refers only to sourcing information on careers and entrepreneurial opportunities; it does not refer to operating in the tourism industry. LO4 however talks of service skills though without referring specifically to the tourism industry.	**Moderate** Tools required in the workplace as well as industry-related terminology are referred to. Specific jobs in the tourism industry are not discussed.
Example 1	Doc 1 indicates the following career link: Technology – generic technology skills but it does not refer specifically to the tourism industry[99]	Grade 12, Term 1: Suggestions for the project refer to a survey in a tourism-related business.[100]
Example 2	The development of the tour plan speaks to the tourism industry but does not prepare the learner for the industry	Grade 11, Term 3 week 10 refers to global distribution systems.101

[97.] Doc 3

[98.] Doc 3

[99.] Doc 1

[100.] Doc 4, p.32

[100.] Doc 4, p.28

Overall, the evaluation team made the following findings on integration:

The evaluation team is of opinion that the in the **NCS**, a high level of integration with subjects such as geography, hospitality and home languages is intended. Integration within the Tourism curriculum is moderate and only a few examples are found in the curriculum. The NCS does not explicitly link to the world of work other than citing members of the industry as resources. This is a significant change from the previous Travel and Tourism curriculum (Senior Certificate) which required 40 hours of work experience.

Though the **CAPS** was not designed with the intent to horizontally integrate subjects, the team found evidence of a possible high level of integration with subjects such as Life Sciences, Geography and Mathematical Literacy. The CAPS shows a moderate level of integration within the topics, and to everyday knowledge, but no clear link to the world of work and the specific jobs found in the tourism industry.

3.13 FORMAT AND USER-FRIENDLINESS OF THE CURRICULUM DOCUMENTATION

In considering the format and user-friendliness of the two documents, the evaluation team considered –

• the number of documents;

• number of pages in each document;

• user-friendliness of documents;

• accessibility of the language used in the documents;

• how the documents relate to one another.

The table below gives an overview of the extent of documentation for each curriculum:

Table 3.23: The format of the NCS and the CAPS document		
As mentioned above, all assessment – both for the NCS and the CAPS – are underpinned by		
• The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. • The National Protocol for Assessment: Grades R – 12.		
These are not included in the tally below.		
	NCS	**CAPS**
Number of documents	3 documents[102]	1 document[103]
Number of pages in each document	Doc. 1 – 58 pages Doc. 2 – 53 pages Doc. 3 – 18 pages Total: 129 pages	Doc. 4 – 42 pages Total: 42 pages

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[102.] Doc 1, 2 and 3

[103.] Doc 4

The **NCS Policy** (2006)[104] for tourism is not particularly user-friendly. It is a curriculum design document rather than a teacher's guide. Moreover, the content section (Chapter 3) is replicated slightly differently in the Learning Programme Guidelines.[105] The Subject Assessment Guideline document[106] must thus be read in conjunction with the other two documents. It is time consuming and difficult to make sense of all these documents and reading them creates a sense of frustration.

While the critical and developmental outcomes are listed in the NCS Policy,[107] they are not referred to at all subsequently. While their critical nature is acknowledged initially, they are not consciously reinforced either in the content or methodology of Tourism.

The flow of the NCS policy document prevents teachers from gaining an overview of a particular grade mainly because it deals with all three grades simultaneously. Nor does it give the teachers enough information or examples of methodology to prepare for a lesson (content and pacing).

The Assessment Standards in the policy document are bulleted rather than numbered, which makes referencing difficult. By contrast, in the Learning Programme Guidelines, the same assessment standards are numbered, which makes cross-referencing between the documents difficult.

Neither the policy document nor the Learning Programme Guidelines give time frames for Learning Outcomes or Assessment Standards topics, and sub-topics are not provided. Thus teachers must use their knowledge and discretion in pacing the programme.

The competence descriptors in the policy document[108] should form a part of the Subject Assessment Guidelines or alternatively should form a part of the chapter on assessment (Chapter 4). Many teachers do not know of these descriptors, as they are tucked in at the end of the document. The six-level scale of achievement was changed later to a seven-level scale but never amended in the document.[109]

The **Learning Programme Guidelines**[110] were developed as a single document combining the general subject guidelines and the content framework, rather than having these as two separate documents – one specifically for the background of the subject and one which specifies the content.[111]

The lack of a user-friendly framework in all three documents resulted in an additional A3 full-colour one-page framework developed by the National Business Initiative (NBI). This leaflet is widely used by teachers across the country as it simplifies the approach.

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104. Doc 1
105. Doc 2
106. Doc 3
107. Doc 1 p.2
108. Doc 1, pp. 40-53
109. Doc 1
110. Doc 2
111. Doc 2

In addition, realising that teachers did not have pedagogical support, the former South African Tourism Initiative (SATI) developed a sizeable teacher support guide that gave explicit teaching methodology for tourism teachers. The "SATI file" as it became generally known is still used by Tourism teachers today.

The GTTP-SA (Global Travel and Tourism Partnership South Africa) has continued this tradition of developing Learning and Teaching Support Materials in the absence of national guidance.

In 2008, the Department of Basic Education published the **Content Framework for Tourism** (which was originally Annexure C of the Learning Programme Guidelines). The layout of this document provides a comprehensive comparison of the three grades at a glance, and furthermore clearly shows the progression through the various levels, thus providing a more user-friendly version for teachers. From the above account, it should be clear why it became necessary to develop one single user-friendly document for teachers.

In order to measure the difficulty of the language in the documents, the evaluation team used the Flesch/Flesch-Kincaid readability tests which are designed to indicate the comprehension difficulty of a passage of contemporary academic English. There are two tests, the Flesch Reading Ease, for reading difficulty and the Flesch–Kincaid Grade Level to determine the educational grade level at which a person must be to comprehend a passage. While they use the same core measures (word length and sentence length), they have different weighting factors. The results of the two tests correlate approximately inversely: a text with a comparatively high score on the reading ease test should have a lower score on the grade level test.

The formula for the Flesch Reading Ease Score (FRES) test used in the evaluation is

$$206.835 - 1.015 \left(\frac{\text{total words}}{\text{total sentences}} \right) - 84.6 \left(\frac{\text{total syllables}}{\text{total words}} \right)$$

In the Flesch Reading Ease test, higher scores indicate material that is easier to read; lower scores show that passages are more difficult to read.

Scores for the reading ease test can be interpreted as shown below:

Score	Notes
90.0 –100.0	easily understood by an average 5th grade learner
60.0 –70.0	easily understood by an 8th and 9th grade learners
30.0 – 50.0	easily understood by a learner at university
0.0 – 30.0	best understood by university graduates

The Flesch Reading Ease scores for the three **NCS** document are:

- NCS Tourism policy: 32.8
- Learning Programme Guidelines: 40.1
- Subject Assessment Guidelines: 32.8

All three documents should thus be accessible to readers with one to three years of post-school study, with the LPG requiring the most advanced reading skills.

The **Curriculum and Assessment Policy Statement (CAPS)** is regarded as being much more user-friendly. It provides Annual Teaching Plans (ATPs) for teachers, which indicate the necessary time-frames. It also contains a user-friendly curriculum overview.[112]

The CAPS also gives guidance with regard to:

- the ideal tourism classroom environment;
- minimum resources needed by teachers;
- minimum resources needed by learners.

Formal assessment is indicated. The mark allocation for the end of the year examination (Grades 10 - 12) is clearly indicated. However, no minimum mark is allocated per formal assessment task.

The CAPS nevertheless lacks information or examples of methodology to prepare for a lesson.

Overall, the evaluation team found the language in the CAPS to be accessible. However, the Flesch-Kincaid Reading Ease score of 13.3 suggests it is more easily read by university graduates rather than by undergraduates. In other words, despite its user-friendly appearance, the CAPS document is considerably *more difficult* to comprehend than the three NCS documents are.

The reading ease scores for the two generic assessment documents are:

- Protocol on Assessment: 40.6
- Programme and Promotion Requirements: 22.67 (understandable by a university graduate)

In conclusion, the evaluation team considered the CAPS to be an improvement on the NCS because the curriculum and assessment policies and practices are consolidated in one user-friendly document. It certainly helps to address the complexities and confusion arising from the curriculum and assessment policy vagueness/lack of specification, the document proliferation and misinterpretation, as was the case in the NCS documentation.

[112.] Doc 4, pp.10-11

3.14 THE STRUCTURING OF KNOWLEDGE IN THE NCS AND THE CAPS

In this part of the investigation, the evaluation team interrogated the statements of learning in the two curricula, the disciplinary base and organisation of knowledge, the overall guidance given in the use of the curriculum, and curriculum coherence in order to draw together a brief overview of their findings regarding the two curricula.

Both the NCS and CAPS Tourism curricula have clear statements of learning (Learning Outcomes and Assessment Standards in the case of the former, and topics in the latter case). However, the **verbs** indicating skills to be developed, present in the NCS, are absent in the CAPS. This silence creates ambiguity in how to present and assess the topics in the CAPS document. The absence of higher order verbs as guidance in the Annual Teaching Plan (ATP) will probably result in low-order transmission of knowledge on the part of teachers, and could result in problems for examiners who will have difficulty setting high-order questions related to the teaching in the final Grade 12 examination.

In terms of the disciplinary base and the organisation of knowledge, the CAPS addresses industry-related omissions in the NCS such as:

• Travel documents required when visiting a given country

• Travel procedures

• Current technological advances within the industry

• Forms of payment when traveling internationally

• Different types of promotional/advertising techniques

• Professional image in the tourism industry.

Generally the CAPS covers more content than the NCS does.

The principle intent informing CAPS is the acquisition of knowledge and concepts, organised as a set of nine topics extended from the original four Learning Outcomes of the NCS. The CAPS has not used a spiral approach to development in the curriculum and the deliberate scaffolding of skills is not discernible.

In the CAPS, strong progression takes place in terms of content knowledge over the three years. However, the content is generally in the form of "knowing what". Little or no increase in depth of knowledge, nor an increase in skills is required, nor is there a deepening in reasoning, or levels of difficulty across the three grades.

Comparing the topics in the CAPS document with the four NCS Learning Outcomes, *Tourism Geography, Attractions* and *Travel Trends* are weighted approximately the same in the two curricula (42% and 43% respectively). Similarly *Sustainable and Responsible Tourism* has a weighting of 18% in the NCS and 11% in the CAPS document. However, *Tourism as an Interrelated System* has approximately double the weighting in the CAPS compared with NCS (37% to 19% respectively). *Communication and Customer Care*

drops from 27% in the NCS to 8% in the CAPS document. However, the CAPS does require teachers to incorporate the following three elements in their ATP:

- Awareness of career opportunities

- Awareness of service excellence

- Awareness of South Africa as a tourist destination.

However, as these three elements are never addressed specifically in the ATP, a teacher may miss them entirely in the teaching.

The NCS, on the other hand, is constructed as a spiral curriculum in three of the four Learning Outcomes. In the NCS, *Customer Care and Communication* is considered central to the service ethic required in the tourism industry and is evident in Topic 4 throughout the three years. In Document 2, this topic is worked into the other three topics as and when appropriate, making it a recurring theme throughout.

The NCS focuses teamwork and reflexive thinking about a learner's "own contribution towards achieving service excellence", notable gaps in the later curriculum.

3.15   IMPLICATIONS FOR COUNTRY, INDUSTRY, TEACHERS AND LEARNERS

Country

The underpinning values of both curriculum documents prepare the learners to be responsible citizens who are sensitive to societal and cultural issues.

Industry

Both the NCS and the CAPS address tourism as an industry. The CAPS contains a broader tourism content (including current tourism industry trends and technology) than the NCS. It now also makes allowance for updates in tourism trends.[113]

The evaluation team felt that the reduced Customer Care and Communication focus is problematic (27% of the NCS, 8% in the CAPS). It noted the requirement in the CAPS that the "awareness of service excellence" must be incorporated throughout the teaching of tourism, whether it is indicated in the Annual Teaching Plan or not.[114] However, it is unclear how the three additional awareness's will be incorporated and assessed.

Finally, the CAPS totally excludes teamwork and reflexivity on the learner's performance in a team. The evaluation team considers these skills, attitudes and values as central to the tourism industry.

[113.] Doc 4: "…include any new developments…" regarding technology (p.23); "…include any new developments," with reference to the Gautrain (p 24)

[114.] Doc 4, p.12

Teachers

The NCS provides sufficient information regarding tourism but is not presented in a user-friendly way for teaching purposes. As far as assessment is concerned the NCS Assessment Standards give clear guidance on what is to be assessed.

The layout of the CAPS document is more user-friendly for teaching purposes; however, it still does not provide enough guidance for standardised assessment practice.

Learners

Both curricula provide learners with broad knowledge (and skills) needed to understand the tourism industry and prepare them for further education. While it is not the aim of either curriculum to prepare learners for the world of work, learners from both curricula should enter the tourism industry with a basic knowledge of that industry.

The content knowledge of both curricula serves as a basis to articulate with the tourism as a field of study or related fields in higher education. However, in terms of skills, learners emerging from the CAPS programme may not be as well prepared in higher order skills such as research and reporting, analytical thinking and reflexivity as they would, emerging from the NCS.

In the CAPS, learner preparation is more focused because the content is organised in smaller, deliverable packages.

3.16 IN CLOSING

Finally, the question on the extent to which the NCS curricula were re-packaged or rewritten in the formulation of the CAPS requires different responses, depending on whether the focus is on content, context, approach or organising principle. In questioning the extent to which the content was altered, changed and adapted, the evaluation team found that while there is a greater *breadth* of content and concepts in the CAPS document than in the NCS, the CAPS omits critical approaches/content such as teamwork and self-reflection on participation in a team; delivery of quality service; marketing of tourism ventures and products and government's strategy with regard to redressing past imbalances in tourism participation. The CAPS, on the other hand, has additional content not in the NCS. On the whole, though, the changes made to content in moving from the NCS to the CAPS are not extreme enough to be considered as a full re-curriculation. The approach has been to make explicit much of what was implicit in the NCS.

However, in terms of explanation of context, theoretical framing, approach and organising principle, a drastic change in focus is evident. It is clear from this evaluation

that the NCS is framed very strongly around issues of social justice, equal education and liberty through education, with a learner-centred approach underpinning the teaching methodology. In the CAPS, the focus has shifted to a syllabus-type curriculum, embedded in an instrumental theoretical framing and with a teacher-centred approach assumed as the teaching methodology. Another major shift is from Assessment Standards and Learning Outcomes as the organising principle in the NCS to content that is organised in topics and themes in the CAPS. One can conclude that, in terms of context, theoretical framing, approach and organising principle, the CAPS is not merely a re-packaging of the NCS, but a full re-curriculation.

EXPECTED LEARNER ATTAINMENT AT EXIT LEVEL

4.1 DOCUMENT ANALYSED

In order to determine what could be inferred as the expected attainment at the end of the FET Phase and schooling, the evaluation team analysed the following document:

Table 4.1: Document analysed		
	Document	**Footnote References**
1.	Department of Basic Education, 2011. ***National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement***. Pretoria	Doc 1

The content, skills, competencies and the kinds of thinking expected in the topics in the **CAPS** were thus analysed. In doing so, the team indicated –

- in which of the three years each of the topics is to be taught **(Yes)**;

- the sub-topic description in Grade 12 expressed in terms of content/skills/competencies;

- an extrapolation from the description above regarding the kind of thinking required by learners to achieve the sub-topic.

4.2 FINDINGS

The table below gives the team's analysis:

Table 4.2: Exit-Level Outcomes for Topics in the CAPS document					
CAPS FET Phase Topic	**Gr 10**	**Gr 11**	**Gr 12**	**Exit-level outcomes for FET (content / skills / competencies)**	**Cognitive category expected**
Tourism sectors	Y	Y	Y	**Describe** the factors that contribute to a professional image for businesses and staff in the tourism industry. **Describe** the basic conditions of employment in one sub-sector of the tourism industry. **Describe** the purpose and value of a code of conduct.	Understanding
Domestic, regional and international tourism	Y	Y	Y	**Understand** global events. **Analyse** and **evaluate** the impact of global events on international tourism, domestic tourism and the economy of the host country. **Analyse** and **explain** the advantages and disadvantages of tourism for the host country within the specified range. **State** what constitutes a political situation and unforeseen occurrence and **describe** the impact on international tourism and the economy of the country. **Describe** the methods of payment for overseas travel.	Understanding, analysing, remembering, evaluating

Table 4.2: Exit-Level Outcomes for Topics in the CAPS document (continued)					
CAPS FET Phase Topic	Gr 10	Gr 11	Gr 12	Exit-level outcomes for FET (content / skills / competencies)	Cognitive category expected
				Explain the advantages and disadvantages of each method. **Interpret** foreign market share statistics for inbound international tourism.	
Mapwork and tour planning	Y	Y	Y	**Develop** a tour plan, taking into account route planning, available budget and time to suit a given tourist profile, based on a given scenario and including all travel aspects, and logical planning. **Compare** and **select** transport, accommodation and tourist attractions to suit a given profile taking into account needs and preferences. **Understand** the factors that influence a budget. **Develop** a tour budget indicating a split of expenses within a given range. **Explain** the concepts of the WHO, health certificates, travel clinics and compulsory and recommended vaccinations. **Identify** high risk destinations and illnesses for inbound and outbound travellers and **recommend** which precautions to take when staying, entering or leaving such areas. **Explain** why the safety of tourists visiting South Africa is important and recommend general safety precautions for tourists. **Identify** and **recommend** travel and health documentation required to a given country. **Describe** requirements and procedures to obtain a passport, visa and an international driver's licence. **Interpret** South African customs information and regulations, declarations and travel allowances. **Understand** time zone concepts. **Calculate** time differences, arrival and departure time and flying time taking into account Daylight Saving Time. **Explain** the impact of time zones on travel planning. **Explain** jet lag and **recommend** actions to ease the effects.	Creating, analysing, evaluating, understanding, applying
Tourist Attractions	Y	Y	Y	**Know**, **identify** and **locate** a selected list of famous icons/attractions. **Differentiate** between an icon and an attraction. **Explain** the significance of an icon. **Match** icons with different tourist profiles. **Make deductions** based on visitor statistics. **Explain** factors that contribute to the success of a tourist attraction.	Remembering, understanding, applying, analysing

Table 4.2: Exit-Level Outcomes for Topics in the CAPS document (continued)					
CAPS FET Phase Topic	Gr 10	Gr 11	Gr 12	Exit-level outcomes for FET (content / skills / competencies)	Cognitive category expected
Foreign Exchange	N	Y	Y	**Understand** foreign exchange concepts. **Differentiate** between specific foreign exchange concepts. **Interpret** a currency rate sheet. **Convert** major currencies to SA Rand. **Use** calculators. **Understand** the impact of currency fluctuations in tourism.	Understanding, applying, analysing
Sustainable and responsible tourism	Y	N	Y	**Describe** the three pillars of sustainable tourism and apply knowledge in case studies. **Describe** responsible tourist behaviour. **Describe** how tourism destinations attract responsible tourists. **Describe** the contribution of fair trade in tourism to responsible and sustainable tourism practises.	Understanding, applying
Marketing	Y	Y	Y	**Explain** the importance of marketing South Africa internationally. **Describe** the core business of South African tourism and its funding. **Describe** national and international tourism marketing platforms.	Understanding
Culture and Heritage	Y	Y	Y	**Explain** the concept of World Heritage Sites (WHS). **Describe** the role of UNESCO in proclaiming WHS. **Describe** and locate on a map the South African WHS and **explain** their value to the South African tourism industry. **Match** the South African WHS with the UNESCO criteria.	Understanding and applying
Communication and customer care	Y	Y	Y	**Understand** the concept of customer feedback and describe its purpose. **Describe** methods of obtaining customer feedback and how to analyse the feedback. **Explain** the impact of service delivery on business profitability.	Remembering, understanding
Field trips[115]	Y	Y	Y	Observation, questioning, listening, visual and verbal decoding skills. Interviewing skills. Verbal communication skills. Understanding and application of the appropriate social skills in a given context. Report writing. Presentation skills.	Remembering, understanding, applying, analysing, evaluating, creating

[115.] While not one of the nine topics, the evaluation team included this, as the CAPS document suggests Field Trip Assignment for Grades 10 and 11 (Doc, 1, pp. 6 and 24)

The evaluation team noted that service excellence and entrepreneurship in the tourism sector in general have not been given the emphasis they require in the curriculum of a service subject. Both the National Department of Tourism and the tourism industry prioritise these skills in a variety of national and specific programmes. Since these respond to the economic imperatives of the country, a high school tourism curriculum should do likewise.

As is evident from this analysis of the thinking skills required across the three years in the nine topics, the CAPS either introduces new information at the same cognitive level, or fragments concepts and spreads these over the three years, without increasing the cognitive level. There is generally no opportunity for learners *"to move from a superficial or primitive grasp of a topic to a more refined and powerful grasp of it"*.[116] Thus for example, in Grade 12, learners repeat the Grade 10 Three pillars of sustainable tourism, again at a knowledge (knowing what) level, without any deepening of conceptualization or the use of more demanding cognitive skills.

In the evaluation team's opinion, higher order skills – evaluating and creating – are largely absent from the Grade 12 curriculum (with the one notable exception being the development of a tour plan). Instead, the curriculum still emphasises lower order skills – knowledge, understanding – while a learner at this level should be doing independent research, investigating topics using primary sources and demonstrating all the attendant skills such as reflexive thinking, report writing and oral presentation. Such cognitive skills would stand the learner in good stead in higher education and in the industry, which requires thinking, reflexive and responsive employees.

4.3 THE APPROPRIATENESS OF EMPHASIS OF THE BROAD CONTENT AREAS ACROSS THE WHOLE PHASE

The nine topics (with the evaluation team insisting on a tenth topic: field trips) across the three grades broadly cover what can be considered appropriate for a tourism curriculum at the FET Phase.

However, the ordering of, and the superficial splits in the nine topics serve to fragment the learning experience and impedes learners' ability to see tourism as an integrated system. Furthermore, the present approach fails to promote integration of concepts and constrains the nature and level of assessment that can be applied. (The spiral curriculum of the NCS, on the other hand, was conceptualised as four integrated organisers that facilitated more holistic conceptual thinking, rather than the fragmented reproduction of facts). Ideally, the CAPS Tourism could be structured around fewer integrated organisers which provide for *greater depth* of learning, rather than the breadth of the nine topics.

With specific reference to "World icons" in Grade 12, this content, which requires low level recall, is considered inappropriate at this level and should be moved to Grade 10, Term 2, Week 4. [117]

[116.] A paraphrase of Bruner's concept of depth (p. 334) in Bruner, J. S. 1995. On learning mathematics. Mathematics Teacher, 88(4), 330–335.

[117.] Doc 2, p.17

4.4 THE APPROPRIATENESS OF EMPHASIS OF THE COGNITIVE SKILLS AND/OR IMPLIED

The general emphasis on lower order cognitive skills at the expense of higher order skills, is a matter of concern, particularly in Grade 12. The following approaches to some topics would strengthen the cognitive demand in Grade 12:

1. "Service excellence" with teamwork and reflection on learners' own performances should be re-introduced. It should be coupled with "customer feedback". Learners should be required to do action/reflection research contextualised in a workplace.

2. "Political situations and unforeseen occurrences of international significance" should require investigation of one particular current event and its impact on tourism.

3. "Factors contributing to the success of a tourism attraction" can be strengthened by requiring learners to do a contextual study of an attraction, draw conclusions from their research and report on this.

4. "Marketing South Africa as a tourism destination" should require learners to do a case study of a tourism business (e.g. one that exhibits at the annual Tourism Indaba), noting how the benefits are translated into increased tourism – this would include the benefits to the business, the community and the country as a whole. This study can be linked to Grade 12, Term 1, Week 1: "Global events of international significance", with the inclusion of research into the kinds of facilities that the host city needs to put in place to ensure a safe and successful event like the Tourism Indaba. This study would enable learners to understand at first hand the interrelatedness of the tourism industry and the benefits that accrue to all stakeholders.

5. "The three pillars of sustainable tourism", Term 3, Week 4 could require learners to develop a tourism attraction based on what their immediate community offers. The activity could take into account the triple bottom line approach. The end result should be presented in report form and an oral presentation.

6. This same activity could be linked to "Responsible tourism and tourists", Term 3, week 5, and Term 4, Weeks 1, 2 and 3 which cover "Professional image in the tourism industry", "Conditions of employment" and "The purpose and value of a code of conduct". This would help a learner to understand the interrelationship of tourism and society, both at a personal and at a community level. It also facilitates integrated assessment.

The strict allocation of topics into weeks militates against the above approach – hence the evaluation team's recommendation in 3.5 above for a curriculum conceptualised using a few, integrated organisers that facilitate more holistic thinking. As was pointed out, this would provide greater depth, rather than the present width of the nine topics.

4.5 CONCLUDING REMARKS

The value of the CAPS revision of the Tourism curriculum is the specificity regarding what needs to be taught (and learned), a positive contribution especially when few – or no – teachers are entering schools with the necessary educational background to teach the subject.

Given that the subject targets one of the economic areas identified for growth, and given too that the number of learners choosing the subject is growing too, it seems a real pity that the CAPS re-curriculation has simultaneously reduced it to a "paper" subject rather than the practical one it ought to be. The present approach to Tourism, as evidenced in the CAPS, has been to reduce it to an "easy" subject where learners can get by on recall and an understanding of the information provided: that is what the table in this chapter unequivocally shows.

The evaluation team have highlighted aspects, present in the NCS, that deserve to be returned to the subject in order to prepare learners leaving school with some of the skills and attitudes that are valued in the tourism industry. These same skills – the ability of thinking analytically and creatively; of being able to research one or more topics and write up an argued position; of being able to reflect on where one has done well or badly; the willingness to plan and set up a small enterprise – would serve the same learners well if they were to enter university. It is therefore important that the tourism curriculum be re-worked, using skilled curriculum designers alongside the subject experts, in order to ensure that the curriculum provides ample opportunity for the development of learners in the ways explained.

Apart from the specific suggestions already made, the following general recommendations are made to strengthen the CAPS and, by extension, the quality of learners leaving school:

Curriculum restructuring

1. In the next curriculum revision, curriculum development experts should be included in the revision teams to work with content specialists. While the CAPS is strong on content, it would benefit from strong curriculum design. The spiral curriculum of the NCS, (with its attendant development of knowledge, skills, attitudes and values) should be revisited as a basis for reworking the CAPS. The revision should include:

   a. The subject-specific aims from the NCS

   b. A full description of the kind of learner envisaged for Tourism. The description would provide a clearer set of exit outcomes for the subject. (The NCS description provides a starting point.)

c. Suggestions for teaching strategies and assessment tasks as well as suggested resources for each sub-topic. In addition, guidance regarding the minimum mark allocation for all assessment tasks should be included.

d. Making the overview (pp. 10 -11) consistent with the content set out in the teaching plans (pp. 13 - 38). The two sections must be brought in line with one another.

Strengthening "high knowledge and high skills"

2. While the CAPS includes "high knowledge and high skills" as part of the general aims, higher order thinking across all three grades must be re-introduced and made evident in the sub-topics of the Annual Teaching Plan. The inclusion of action verbs in the ATP would assist teachers in determining the best methodology and assessment practice to guide learning.

3. The cognitive levels for assessment should be the six reflected in the revised Bloom's taxonomy. At present a teacher may, with more than one cognitive level per category (i.e. analysing, evaluating and creating) assess only the lower level (i.e. analysing), ignoring the two higher levels. Moreover, teachers and examiners will differ in their apportioning of marks to different skills in a category.

4. In Grade 12 particularly, the level of cognitive demand should be strengthened as it is an exit point into higher education or the workplace. Thus the evaluative investigation (in the NCS) should be reintroduced. Low-level recall of knowledge can be replaced by higher order skills such as reflection and creation.

Content matters

5. *Sustainable and Responsible Tourism* should be revisited to provide a clear, uninterrupted spiral of knowledge, skills, values and attitudes across the three years of learning, avoiding any repetition.

6. *Customer Care and Communication*, particularly service excellence skills, should be strengthened in the CAPS document as these are generally considered to be the crux of the tourism industry.

7. *Entrepreneurship*, while present in Grade 11, should feature incrementally in all three grades culminating in the practice of actual entrepreneurship skills which could be coupled with marketing skills.

CHAPTER 5

A WEB-SEARCH AND AN INTERNATIONAL BENCHMARKING OF TOURISM AS A FET SUBJECT IN SOUTH AFRICA

5.1 DOCUMENTS REFERENCED IN THIS SECTION

The evaluation team completed this comparative study by evaluating the following documents:

Table 5.1: Documents evaluated	
Document	**Footnote References**
1. Hong Kong Diploma of Secondary Education (HKDSE)	
Hong Kong Examinations and Assessment Authority and the Curriculum Development Council. 2007. *Personal, Social and Humanities Education Key Learning Area. Tourism and Hospitality Studies - Curriculum and Assessment Guide. (Secondary 4-6)* Retrieved on 6 July 2012 from: http://cd1.edb.hkedcity.net/cd/cns/sscg_web/pdf/eng/Content_5999/ths_final_e.pdf	Doc 1
Website: The Government of the Hong Kong Special Administrative Region - Education Bureau. Retrieved on 6 July, 2012 from: http://www.edb.gov.hk/index.aspx?langno=1&nodeID=6334	Doc 2
Website: Hong Kong Examinations and Assessment Authority Retrieved on 6 July, 2012 from http://www.hkeaa.edu.hk	Doc 2
Hong Kong Education Bureau Senior Secondary and Higher Education Department. 2012. *The New Academic Structure for Senior Secondary Education and Higher Education – "334" Web Bulletin.* Retrieved on 6 July, 2012 from http://www.edb.gov.hk/334	Doc 2
The Government of the Hong Kong Special Administrative Region – Education Bureau. n.d. *Senior Secondary Curriculum Guide.*	Doc 3
2. British GCSE Tourism	
Pearson Education Limited. 2011. *Edexcel GCSE in Leisure and Tourism (2LT01)*. London. Retrieved on 6 July, 2012 from: http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE%20in%20Leisure%20and%20Tourism%20090112.pdf	Doc 4
Joint Council for Qualifications. 2012. *GCE, ELC and Project Qualifications: Instructions for conducting coursework: 1 September 2011 to 31 August 2012*. London. Retrieved on 6 July, 2012 from: http://www.kcse-online.info/gcse/uploads/publications/7123.pdf	Doc 5
Joint Council for Qualifications. 2011. *GCSE and Functional Skills specifications, and Principal Learning units within Diploma Qualifications: Instructions for conducting controlled assessments, 1 September 2011 to 31 August 2012*. London. Retrieved on 6 July, 2012 from: http://www.silverdale.sheffield.sch.uk/wp-content/uploads/2013/06/2.1-Instructions-for-conducting-controlled-assessments-1-September-2011-to-31-August-20121.pdf	Doc 6
3. Netherlands Vocational Programme – Tourism	
Academy for Leisure (AfL). 2012. *NHTV Breda University of Applied Sciences Teaching and Examination Regulations (OER) Bachelor's Programme* *Leisure Management*, Breda, The Netherlands. Retrieved on 6 July, 2012 from: http://www.nhtv.nl/ENG/about-nhtv/organisation/academies/academy-for-leisure.html	Doc 7
SLO. 2003. Berlet, I. *Competenties van A en Z. Aanzet voor een competentiegerichte vormgeving van het praktijkonderwijs*. Retrieved on 6 July, 2012 from: http://www.slo.nl/voortgezet/praktijkonderwijs/thema/PrO/Competenties_van_A_en_Z.pdf/	Doc 8

Table 5.1: Documents evaluated (continued)	
Document	**Footnote References**
SLO. 2012. *De stage als leer- en werkomgeving*. Retrieved on 6 July, 2012 from: http://www.slo.nl/downloads/2012/de-stage-als-leer-en-werkomgeving.pdf/	Doc 9
Doorlopende leer- en zorglijnen vmbo-mbo, Enschede, August 2005. Retrieved on 6 July, 2012 from: http://www.slo.nl/downloads/6b_Doorlopende_leer-_en_zorglijnen_vmbo-mbo.pdf/	Doc 10
SLO. 2007. *Handreiking Studieloopbaanbegeleiding Een mbo publicatie*. Retrieved on 6 July, 2012 from: http://www.slo.nl/downloads/Handreiking_studieloopbaanbegeleiding.pdf/	Doc 11
Schmidt, V. *Draaiboek buddystage*, SLO January 2009. Retrieved on 6 July, 2012 from: http://www.slo.nl/downloads/2009/Draaiboek-buddystage_20webversie.pdf/	Doc 12
4. Curriculum and Assessment Policy Statement (South Africa)	
Department of Basic Education. 2011. *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase Grades 10-12 Tourism.* Pretoria	Doc 13
Department of Basic Education. (n.d.) *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R – 12.* Pretoria	Doc 14
Department of Basic Education. (n.d.) *National Protocol for Assessment. Gr R – 12.* Pretoria	Doc 15
5. British Columbia	
Ministry of Education, Province of British Columbia. 2006. *Tourism 11and 12 Program Guide*, Victoria	Doc 16
6. Cambridge AS and A Level	
University of Cambridge. 2011. *Syllabus: Cambridge International AS and A Level: Travel and Tourism (9395)*. Cambridge	Doc 17
7. Passport to the World	
Global Travel and Tourism Programme. 2011. *Passport to the World: An Introduction to Travel and Tourism*. New York	Doc 18

5.2 THE 2012 WEB-BASED RESEARCH FINDINGS

In the web-based research study undertaken in July 2012, evaluators analysed three curricula to identify outstanding features from each as examples of good practice that could be considered for the South African CAPS for Tourism:

- Hong Kong Diploma of Secondary Education (HKDSE)

- British GCSE-level Tourism

- Netherlands Vocational Programme - Tourism

Hong Kong

Curriculum structure that allows for diverse learner interest

The Hong Kong Tourism and Hospitality Studies (THS) is structured to allow learners to align their studies in tourism and hospitality to suit their field of interest. A generic first year is followed by two years of specific interest studies.

Alignment

The curriculum, pedagogy and assessment of the senior secondary curriculum are well aligned. Learning and teaching strategies form an integral part of the curriculum and promote learning to learn and whole-person development. Assessment is both a means to improve learning as well as to gauge performance.

Wide range of learning experiences

The curriculum encourages learners to work independently and in groups, and to present their materials in interesting and innovative forms. It also provides opportunities for a wide range of learning experiences that provide appropriate levels of challenge for learners of different abilities at senior secondary level.

Emphasis on networking with industry

In order to deliver this curriculum effectively, a good working relationship with the industry is encouraged. Industry is the main source of useful brochures, map guides, videos and magazines. To support learning and teaching and to bring the subject to life, teachers are strongly advised to invite subject experts from the local tourism and hotel authorities, travel-related and accommodation establishments. By using action verbs to combine core content and skills, the curriculum ensures that learners who exit the phase are prepared for a career in tourism. The verbs "develop" and "organise" feature regularly in the content focuses. Content, skills and values are structured so that teachers will incorporate them into lessons.

Constant support for teachers in the vocational bands is available: monthly curriculum magazines are issued to support teachers with methodology, new content focuses and assessment techniques.

British GCSE-level

Curriculum structure

The overall internal disciplinary principles are evident in the sequencing and progression. It maintains a good balance of tourism knowledge/conceptualization and application to the tourism industry/workplace. All levels of Bloom's Taxonomy are well covered. Stress is placed on investigation and research.

Quality of written communication

The GCSE Leisure and Travel curriculum emphasises the quality of written communication. It assesses learners on their ability to write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear; select and use a form and style of writing appropriate to purpose and to complex subject matter; organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The Netherlands

Importance of vocational education

It is evident from the research on vocational education in the Netherlands that vocational education is deemed to be the backbone of the development of the Dutch economy. It is noteworthy that vocational training is introduced at school secondary level, either as pre-vocational secondary training or as secondary vocational training. Both these secondary pathways lead to further vocational levels. It is also noted that learners can study on a variety of levels (four levels) of difficulty. The highest level will be structured in a more theoretical pathway.

Preparation for industry

By using action verbs in the combination of core content and skills, the curriculum prepares for a career in tourism, e.g.:

Recreatie en toerisme	• Ontwikkel een (dag) excursie voor twintigers, senioren, gehandicapten naar Berlijn/ Amsterdam/… • Organiseer een lunch voor … • Organiseer een kamp/werkweek/schoolreis. • Organiseer kinder-/tieneractiviteiten voor een camping. • Maak een toerischtiese route voor jongeren, volwassenen, ouderen.

The verbs, "develop", "organize", "plan" feature regularly in the content focuses.

Content, skills and values are structured to guide teachers to incorporate them into lessons, e.g. in sustainable tourism in the VMBO level.[118]

EDUCATIONAL CONTENT		
Knowledge/ insight	**Skills**	**Attitude**
• The learner knows what Sustainable Development in terms of the relationship between economic development, social and cultural development, and ecological development.	• The learner is able to ask meaningful questions • The learner is able to critically assess and use a spectrum of sources and technologies when looking for answers. • The learner is able to use concepts ….	• The learner demonstrates a realistic understanding of his own and the human ability to affect and permanently alter the living environment. • The learner demonstrates a sense of self-esteem, related to his own …

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118. Doc 16, See table on sustainable development, p.39

Teacher support

It is also noted that there is constant support for teachers in the vocational bands. Monthly curriculum magazines are prepared in such a way as to support teachers with methodology, new content focuses and assessment techniques, as in the Hong Kong curriculum.

5.3 THE 2014 INTERNATIONAL BENCHMARKING

In the first quarter of 2014, a more in-depth, document-based international benchmarking with specific focus on the following curriculum dimension in order to strengthen the CAPS:

i.   The relative depth and breadth of the content covered in the respective curricula,

ii. The overall design, structure and coherence of the curricula,

iii. The level of specification of various aspects of the curricula, and

iv. The guidance provided by the curricula for the teaching and assessment of the subject.

In addition, the evaluators had to identify critical factors that appear to be emerging in the curricula that should be considered in the South African context.

The evaluators analysed curricula from British Columbia (Canada), the Cambridge AS and A Level and Passport to the World which is introduced in Kenya.

The introductory paragraphs below offer an overview of the four curricula evaluated.

CAPS

In South Africa, Tourism is an optional subject chosen by learners at the end of Grade 9. It is offered over three years (Grades 10 – 12) and is worth 20 credits at NQF Level 4, the school exit level. Tourism provides learners with broad knowledge and skills needed to understand the tourism industry and to prepare them for further/higher education in tourism as a field of study.

The curriculum does not aim to prepare learners for the world of work. However, learners exiting from Grade 12 should enter the tourism industry with a basic knowledge of the industry.

The Tourism curriculum is expressed in a National Curriculum Statement (NCS) dating back to 2003. More recently, in 2011, a revised document, the Curriculum and Assessment

Policy Statement (CAPS) was introduced, which was intended to help teachers "unlock the power of the NCS".[119] The CAPS was introduced incrementally as from 2011. Tourism features nine central Topics, each divided into sub-topics. The curriculum per grade spreads over 40 weeks and is further subdivided into four terms. The weekly layout per term reflects all the content to be taught and includes quarterly revision, reinforcement and assessment time.

Formal assessment of the curriculum is stipulated per term, together with the types, weighting and frequency of assessment prescribed. Written assessment is the dominant type of assessment. However, the CAPS makes provision for alternative types of assessment such as field trips. A compulsory practical component is a prerequisite for the successful completion of the curriculum in each grade.

British Columbia

In British Columbia, the profound shortage of qualified and skilled employees within the accommodation, food and beverage, transportation, travel, recreation and entertainment services was identified. This curriculum aims to address the shortfall by providing learners with opportunities to acquire a diverse range of tourist-industry relevant skills, knowledge and aptitudes.

It is anticipated that the shortages in supervisory and management levels will increase in the future, and that the basket of skills, knowledge and aptitudes provided by this curriculum will assist learners to progress to supervisory and management levels.

Employers from industry and post-secondary institutions were broadly consulted during the curriculum development progress and the offering is linked to the availability of business opportunities in the area, as the curriculum requires 30 hours of workplace practice. Thus schools will not offer the subject if learners cannot obtain the necessary workplace practice.

In addition, the curriculum places an emphasis on personal and attitudinal development which is not only dealt with as theory, but requires actual demonstration of these skills. The curriculum serves to prepare learners to move from a schooling environment into the world of work.

Cambridge AS and A Level

Cambridge International AS and A Level Travel and Tourism (9395) is suitable for both Cambridge International A Level candidates and for those seeking a more specialised study of this subject. This curriculum encourages learners to appreciate the scale and

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[119.] Expressed on the front cover of the CAPS document.

importance of the travel and tourism industry globally and to recognise the positive and negative impacts the industry may have on people, environments and economies.

It is one of 55 subjects Cambridge offers at the AS and A Level.

Cambridge International Travel and Tourism A Level offers two choices:

- Candidates wanting to take the whole of the International Travel and Tourism A Level qualification at the end of a course of study, must take all four papers together.
- The Cambridge International Travel and Tourism A Level qualification can be taken in two stages. The Cambridge International AS Level is offered first and then can be followed up with Papers 3 and 4 in order to complete the Cambridge International Travel and Tourism A Level.

The Travel and Tourism curriculum comprises six topics spread over the four Papers:

Paper 1: Core Paper is divided into three parts:

- Part 1 : The nature of travel and tourism
- Part 2: The management and development of tourist destinations
- Part 3: The principles of customer service

Paper 2: Planning and managing a travel and tourism event

Paper 3: International business and leisure travel services

Paper 4: Specialised tourism

The structure of the curriculum is based on the six topics covered in the four examinations above. The outcomes-based curriculum is designed downwards from the final examinations, and delivered upwards to these examinations.

Passport to the World (Kenya)

Kenya's tourism industry creates considerable wealth, and one in ten Kenyans depends in some way on the tourism industry for his/her livelihood. Kenya therefore needs business and job creation in tourism and hospitality – and trained leaders for the industry. For this reason, Kenya introduced an international tourism curriculum called "Passport to the World: An Introduction to Travel and Tourism" in 2011. The programme was developed by the Global Travel and Tourism Programme, a USA-based multi-country educational programme that introduces learners to career opportunities in Travel and Tourism.

In Kenya, the Passport to the World curriculum is not taught as a formal school subject in government schools, but in tourism clubs as an extra-curricular field of study. The Kenya

Global Travel and Tourism Programme has however recruited 56 public secondary schools in 46 counties across Kenya and the curriculum has been endorsed by the Ministries of Education and Tourism and now has the authority to run in public secondary schools.

The Passport to the World international curriculum consists of six units – each with a teacher's guide, a learner's book and assessment worksheets.

5.3.1 The curriculum design, format and user-friendliness of curriculum documentation

The evaluation team completed Table 5.2 below to indicate:

a) The number of subject-related documents for the particular subject and phase

b) The total number of pages in all the subject-related documents together

c) How user-friendly the documents are considered to be for teachers.

In order to record this, the team used the following scale:

- **Good:** Very user-friendly – the function and the structuring of the documents is clear;

- **Moderate:** Moderately user-friendly – the function and the structuring of the documents is sometimes clear, and at other times the function is unclear or the structuring confusing;

- **Poor:** Not user-friendly – the function and the structuring of the documents is often unclear or the structuring is too complex.

The team then considered how accessible the language used in each curriculum is, using the following scale:

- **Good:** Very accessible language – the documents use plain, direct language;

- **Moderate:** Moderately accessible language – the documents sometimes use plain, direct language and at other times the language is complex or obscure or terms are ill-defined;

- **Poor:** Inaccessible language – the documents often use complex or obscure language and terms that are not defined.

After that, the team considered the alignment between the various documents in each of the curricula, using the following scale:

- **Good:** Good alignment, it is clear how documents relate to one another and complement one another;

- **Moderate:** Moderate alignment – it is sometimes clear how documents relate to one another; there are some contradictions across documents or there are instances where it is not clear how documents complement or relate to one another;

- **Poor:** Poor alignment – it is not clear how documents relate to one another. There are contradictions across documents, or how documents complement one another is not clear at all.

Thereafter, the evaluation team identified the central design principle of each curriculum - the principle that best describes the curriculum.

All the information above was tabulated as follows:

Table 5.2: Curriculum design, format and user-friendliness				
	CAPS	**British Columbia**	**Cambridge AS and A Level**	**Passport to the World**
No. of documents (subject-related)	3	1	1	23
Total no. of pages	158	45	59	246
User-friendliness (Good/Moderate/Poor)	Doc 1.1: Good Docs 1.2 and 1.3: Poor	Moderate	Good	Good
Accessibility of language (Good/Moderate/ Poor)	Good	Good	Good	Good
Alignment (Good/Moderate/ Poor)	Moderate: Docs 1.2 and 1.3 do not align directly with Doc 1.2	Moderate (refer notes below)	Good	Good
Central design principle (the technical curriculum design aspect that organises the curriculum)	Topic-based curriculum: nine topics, unpacked into sub-topics	Outcomes-based with progression over two years	Outcomes-based curriculum, with topics for each paper indicated. Designed down from the outcomes/ topics in the final examination, it is delivered up to these outcomes.	Topic-based curriculum consisting of six units

British Columbia

The British Columbia Tourism 11 and 12 Programme Guide was evaluated. The document refers to other supporting documents (refer BC Programme Guide, pp. 5, 43, 44 and 45), but these were not available for the evaluation.

The curriculum is organised into four units each in Tourism 11 and 12 respectively. Each unit comprises prescribed Learning Outcomes with suggested achievement Indicators. Each learning outcome consists of a range of sub-topics which are further unpacked as Suggested Achievement Indicators. Each Suggested Achievement Indicator carries a verb which determines the final outcome/output required from the learner. However the depth of coverage is not always clear.

The document includes general information about the subject, considerations for programme delivery, prescribed learning outcomes, learner achievement information and recommended learning resources. Detail is not provided but other documents required for the full programme are referred to. The programme appears to rely heavily on the knowledge and experience of the teacher, and much of the actual delivery is left to the discretion of the teacher, coupled with input from the Local Advisory Group (made up of teachers, industry and local community groups).

The evaluation team considered the integrated nature of the programme to be a strength. This commitment to integration has an impact on how the document is written (format and content). But the team noted that this curriculum requires teachers who are fully au fait with the programme, the outcomes and the content. This integration is further concretised in the method of teaching, e.g. numeracy skills are taught in a way that requires the learner to perform numerical calculations in a tourism context as opposed simply to teaching "maths" or calculations in a generic context.

The format was not regarded as particularly user-friendly as the information is not always well ordered which means that the reader must page through the document to find information. The language, however, is simple, clear and unambiguous.

Cambridge AS and A Level

The Travel and Tourism Syllabus (9395) is short, compact, well-laid out and user-friendly. The language is accessible, both to learners and to teachers.

The central unifying feature – which is the same for all Cambridge AS and A Level subjects – is the set of examination papers. These appear in tabular form on p. 5. All other discussion flows from this table. The examination papers are based on a set of assessment outcomes:

- Demonstration of knowledge, understanding and skills;

- Application of knowledge, understanding and skills;

- Analysis and research;

- Evaluation and decision-making [120]

These outcomes support the "design down-deliver up" principle of OBE.

Passport to the World

"Passport to the World: An Introduction to Travel and Tourism" provides learners with a basic understanding of tourism as a global industry. The curriculum is designed so that

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[120] Doc 17, p. 9

basic concepts and information are combined with activities that focus the learners on their own community or region. Some countries use a GTTP-developed curriculum as their official curriculum, while it is used as a supplement in others.

Although the content emphasis is on specific, current and factual information, it allows learners to explore, reconstruct and create authentic classroom products and activities and allows for multiple "out-of-classroom" learning opportunities. A 30-hour experiential component forms the compulsory practical part of the curriculum.

Assessment is mostly portfolio-based and upon completion learners are awarded the GTTP International Certificate of Achievement, which is endorsed by the World Travel and Tourism Council (WTTC) and the International Institute of Tourism (ITT) in the United Kingdom.

The Passport to the World international curriculum consists of six units each with

- a teacher's guide that contains suggested approaches to teaching the material;
- a learner's book that is the basic manual for learners and has material linked to each of the five units. It also contains background and "how to" information (such as how to conduct an interview and sample questionnaires), and industry facts and
- assessment worksheets that contain detailed activities that the instructor can use as well as hand-outs which can be duplicated for the learners.

The main topics are presented as units listed below:

Unit 1: The Travel and Tourism Industry Structure

Unit 2: The Travel and Tourism Industry Customers

Unit 3: Destinations

Unit 4: Culture and Cultural Diversity

Unit 5: Careers in Tourism

Unit 6: Travel Technology

Each main topic (Unit) is further divided into 21 sub-topics as illustrated below.

Unit 1: The Travel and Tourism Industry Structure

- Defining the traveller
- Classifying Travel and Tourism Companies

Unit 4: Culture and Cultural Diversity

- Defining Culture
- Impact of Travel and Tourism on Culture
- Communication and Culture
- Respecting Other Cultures

Unit 2: The Travel and Tourism Industry Customers

- What Travellers Want
- Understanding Customer Service
- Understanding Travellers' Motivations
- Customer Service

Unit 3: Destinations

- Defining Destinations
- Destinations and Sustainability
- Choosing Destinations
- Marketing Destinations

Unit 5: Careers in Tourism

- Jobs in Travel and Tourism
- Jobs in Travel and Tourism continued
- Travel and Tourism Industry Careers

Unit 6*: Travel Technologies

- Introduction to global travel and tourism technology
- Global Distribution Systems (GDS) – Essential Technology
- Global Distribution Systems (GDS) – Simulations
- New and Future GDS Technology
- Technology-related Careers in the Travel and Tourism industry

* Unit 6 differs from the earlier units in that it is offered on-line and the assessment can be completed and assessed only on-line. On successful completion of Unit 6, a learner is awarded either a core or advanced certificate endorsed by the GTTP.

In terms of user-friendliness, the Passport to the World international curriculum is well-organised, well-indexed, easy to read, unambiguous and easily administered. The documents are lightweight and easy to make sense of. They indicate what should be taught and learned and how the learning should be assessed. The three guiding documents that constitute a unit bring the programme "home" for the teacher and learner.

Three additional appendixes provide direction for teaching and learning planning. They are:

- How to approach business
- Reasons for travel and travel arrangements, and
- Glossary of terms

The number of curriculum documents ranges from 23 (Passport to the World) to one (British Columbia and AS and A Level), while the total number of pages ranges from 246 (Passport to the World) to 45 (British Columbia). Neither the number of documents nor the length of the documents correlates meaningfully with being user-friendly or not.

The CAPS, the AS and A Level, and Passport to the World were considered to be user-friendly. The British Columbian curriculum was rated as "moderately good". The documents accompanying the CAPS (i.e. *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement and the National Protocol for Assessment*) were not considered to be user-friendly ("poor").

All four curricula evaluated [121] were accessible in terms of language used ("good"). In terms of alignment, the AS and A Level curriculum and the Passport to the World were well regarded ("good"), while the CAPS and British Columbian documents were adjudged to be "moderately" well aligned.

The CAPS and the Passport to the World used a topic-based format as their design principle, while the British Columbian and AS and A Level were seen as outcomes-based. Neither design principle on its own appeared to be superior to the other.

5.3.2 Curriculum Objectives

The evaluation team considered the list of subject-specific aims in each curriculum. The team completed Table 5.3 below by identifying all the aims listed and indicated their presence in a particular curriculum with a (Y).

Table 5.3: Objectives of the curricula				
Objectives	CAPS	British Columbia	Cambridge AS and A Level	Passport to the World
Provide insight into different types of tourists and the purpose of their travelling	Y	Y		
Provide insight into the different tourism sectors	Y	Y		
Give learners practice in map work	Y			
Develop foreign exchange concepts and the buying power of foreign currencies	Y	Y		
Provide insight into the influence of world time zones on travel	Y			
Provide knowledge of South Africa and the SADC countries as tourism destinations (local, regional tourism)	Y	Y		
Provide knowledge of world famous icons and World Heritage Sites	Y	Y		
Provide insight into sustainable and responsible tourism	Y	Y		
Provide insight into marketing of tourism products	Y	Y		
Provide knowledge of technology in tourism	Y	Y		
Give insight into customer care and the value of service excellence	Y	Y		
Give knowledge of tour planning	Y	Y		
Understand safety and security (including emergencies) in a tourism workplace		Y		

[121.] Docs 13, 16, 17, 18

Table 5.3: Objectives of the curricula (continued)				
Objectives	CAPS	British Columbia	Cambridge AS and A Level	Passport to the World
Apply basic numeracy in a tourism context		Y		
Apply selling skills in the tourism sector		Y		
Knowing which fundamental skills (for example attitude, respect, honesty, ethics) are required in a tourism context		Y		
Apply fundamental skills (for example attitude, respect, honesty, ethics) in a tourism context		Y		
Apply aptitudes and interests to a career in tourism (self)		Y		
Prepare learners for transition to post-secondary tourism programmes		Y		
Demonstrate knowledge, skills and attitudes in a tourism workplace (30hrs)		Y		
Understand the scale and importance of the industry			Y	
Appreciate of the importance of host destinations and communities to the industry			Y	
Understand the importance of sustainable development to the industry			Y	
Recognise the positive and negative impacts the industry may have on people, environment and economy			Y	
Understand the global and dynamic nature of the industry			Y	
Develop an interest in the issues affecting the industry and their potential effect on employment opportunities			Y	
Appreciate the importance of the customer to the industry			Y	
Develop practical and technical skills relevant to the industry			Y	
Understand how the industry responds to change			Y	
Appreciate the impact of ICT on the industry			Y	
Develop personal values and attitudes in relation to industry issues			Y	
Liaise with industry				Y
Develop skills: cooperation, communication, analysis, problem solving, creativity, performance development				Y
Reflect on own learning and performance in the industry				Y

In general, the objectives of the British Columbian curriculum and that of the CAPS are similar. The tourism CAPS includes certain geography content (such as the focus on mapwork and on time zones) which appears to be taken as learned in the Canadian school context. However, the evaluation team considered the content in the British Columbian curriculum to be more integrated and to include some aspects not present in the CAPS. These aspects, which could help enhance the CAPS, are:

- Emphasis is placed on integration between learning and *practice*, particularly between Tourism 11 (theory) and Tourism 12 (application). Application is directly linked to practice within a tourism workplace;

- At least *30 hours of workplace practice* is required which allows learners to practise what they have learned (theory) and enables the development of the requisite skills. The placement of learners is ensured by the fact that industry is involved in curriculum development from the outset and that schools cannot implement the curriculum unless a Local Advisory Body approves the implementation (i.e. confirms that jobs are available in the sector to absorb the learners);

- *Safety and security*, including statutory legislation applicable in the workplace, is covered;

- In Tourism 12, learners complete a *self-analysis to determine their own attributes and interests*, which is then used to select a specific field/career choice within the five fields identified (accommodation, food and beverage services, transportation, recreation and entertainment or travel services);

- The demonstration of *selling skills* is also covered;

- Problem-solving and the fact that it does not exist in isolation; while problem-solving is identified in the CAPS, it does not feature in the topics or content.

The broad and over-arching subject-specific objectives for the AS and A Level Travel and Tourism should prepare a candidate to understand the bigger picture of the industry, both locally and internationally. The CAPS, by contrast, is far more specific, focusing on subject content.

The objectives of the Passport to the World curriculum extend further than those in the CAPS to include opportunities for exposure to industry in the form of *job shadowing and experiential learning, placing strong emphasis on self-reflection.*

In summary, while the British Columbian subject-specific objectives are very similar to the CAPS objectives, they include a number of industry-specific objectives not present in the CAPS. This stress laid on industry experience is also found in the subject-specific objectives of the Passport to the World. By way of contrast, the Cambridge AS and A Level curriculum takes a much more holistic approach to the industry, focusing on scale and importance, impacts and responses to change and requiring learners to position themselves in this bigger picture.

5.3.3 Content/skill coverage: breadth and depth

In this section the evaluation team considered:

- **Curriculum coverage**: the content, concepts and skills covered by each of the curricula – both in terms of breadth and depth.

- **Content breadth** indicates the number of topics represented in the curriculum for a specific subject.

- **Content depth** indicates the complexity and extent of cognitive challenge associated with the topic.

The evaluation team populated the table presented as **Annexure C: Table of detailed content coverage in the CAPS document and the three international curricula** in the following manner:

- All the **content/concept/skill** areas represented for each of the levels in the curricula being evaluated, were identified and listed in the first column of the table (Topic (content/concept)).

- For each of the topics/sub-topics covered in a particular curriculum, the numbers **1 to 4** were entered into the relevant block in the table, to indicate the degree of cognitive complexity (depth) at which each topic is to be dealt with, using the following codes:

    1 - introductory level content; superficial; mainly definitions and descriptions

    2 - definitions and descriptions plus some detail provided

    3 - detailed indications of concepts/topics; requires understanding of relationships between concepts

    4 - highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts.

Where the content is not dealt with in a particular grade, the team left the cell blank. Where the content is not dealt with at all in that curriculum, the team shaded the appropriate block. Refer to **Annexure C: Table of detailed content coverage in the CAPS document and the three international curriculums**.

5.3.3.1 Coverage (Breadth)

From the table of content topics that populated the table in Annexure C, the team transferred the total number of sub-topics per level, and the total number of sub-topics across all of the levels under consideration, into Table 5.4 below for each of the curricula:

Table 5.4: Breadth of content in the curricula								
	CAPS			British Columbia		Cambridge AS and A Level		Passport to the World
	Grade			Years		Level		
	10	11	12	11	12	AS	A	
Number of topics per Level	8	8	9	4	4	4	(4) + 2	6 units
Number of topics across all levels	25			8		6		--
Number of sub-topics across all levels	84			54		66		22

CAPS

The nine main topics in the CAPS are covered across the three years. Grades 10 and 11 each cover only eight of the topics, while Grade 12 contains all nine topics. Each topic is unpacked into sub-topics, which lends breadth to each year's curriculum. In Grade 10, the eight topics are broken down into 33 sub-topics. Grade 11 has 28 sub-topics, and there are 23 sub-topics in the last year.

British Columbia

In Tourism 11, the four topics are divided into 23 sub-topics while in Tourism 12, four differently-named topics are divided into 31 sub-topics. There is nevertheless progression and links between topics and sub-topics across the two years.

Cambridge AS and A Level

The Cambridge Travel and Tourism has two levels: AS and A Levels. The AS Level has four topics and 41 sub-topics.

The A Level qualification contains the same topics and sub-topics as the AS Level. Two additional topics, containing 25 sub-topics make up a total of six topics and 66 sub-topics.

Passport to the World

The curriculum followed by Kenya can best be described as a one-year programme and not a complete curriculum. Comparing this curriculum with the CAPS proved very difficult as there is no indication at which grade/level the Passport to the World curriculum is pitched. After careful comparison, the team found that the topics included in the Passport to the World curriculum best match some Grade 10 topics and some Grade 11 topics, but the content seems mainly to be pitched at Grade 11 learners.

The comparison indicated that the programme covers broadly 31 sub-topics at varying degrees of difficulty. The curriculum serves as a good introductory programme but does not have the breadth a three-year programme would have. The six main topics are offered at sufficient breadth for a one-year programme.

The CAPS covers the most sub-topics with 84 in all, followed by the Cambridge A Level (66 sub-topics) and then the British Columbia curriculum with 54 sub-topics. The Passport to the World, which is offered as one programme, is the least broad with 32 sub-topics. The CAPS, however, is spread across three years of teaching, while the British and Canadian Tourism subjects are offered over two years. If the average number of topics per years is considered the AS and A Level is the most onerous, with the CAPS and the British Columbian curricula having very similar numbers of sub-topics annually (SA – 28; BC – 27/annum).

A curriculum with a large number of sub-topics will in all likelihood be more difficult to master for learners learning through an additional language rather than their home language. In South Africa, with the majority of learners not being first-language English speakers, the breadth of the CAPS will pose challenges.

British Columbia

The content covered in the BC curriculum, but not by the CAPS, includes:

- In "Customer Care", problem solving is not generic as in the CAPS, but contextualised and directly linked to issues found in a given workplace.

- In the "Business of Tourism", the BC curriculum introduces inventory controls and makes direct links between numeric skills required in the workplace and in entrepreneurship.

- Within the "Tourism Industry Experience", the BC curriculum focuses on the personal attributes and attitudes required (through self-analysis) for the industry, and learners are also encouraged to identify areas of preference/passion as opposed to simply choosing for employment, given their own abilities, natural competencies and preferences.

- "Safety in the Workplace" is also given prominence.

- The BC curriculum offers areas of specialisation which are treated as electives. These then are not part of the core curriculum, and are shaded in the Table in Annexure C marking them as vocational options exercised by the learner.

Cambridge AS and A Level

The content coverage of the AS and A Level is generally similar to that of the CAPS for the following topics: tourism sectors (examples, however, differ); tourism attractions;

sustainable and responsible tourism; domestic, regional and international tourism (without the specifically South African examples); culture and heritage tourism; foreign exchange; and communication and customer care.

The Cambridge curricula do not cover: Mapwork and tour planning; marketing budgets; and different types of promotional/advertising techniques.

Passport to the World

Due to the nature of the Passport curriculum, a direct exact comparison with the CAPS was not possible. Though the CAPS covers many more sub-topics, the team found some alignment between main and sub-topics in the Passport curriculum with nineteen CAPS sub-topics as illustrated below:

Table 5.5: Comparison of coverage between the CAPS document and Passport to the World	
Tourism CAPS (sub-topics)	**Passport to the World (main topics)**
Introduction to tourism	Unit 1: The Travel and Tourism Industry Structure
Service excellence	Unit 2: The Travel and Tourism Industry Customers
Table 5.5: Comparison of coverage between the CAPS document and Passport to the World (continued)	
Tourism CAPS (sub-topics)	**Passport to the World (main topics)**
Famous world icons and attractions	Unit 3: Destinations
Culture and heritage	Unit 4: Culture and Cultural Diversity
Job and career opportunities in the tourism sectors and sub-sectors and related services	Unit 5 : Careers in the Tourism industry
Global distribution systems	Unit 6: Travel Technology

Fourteen sub-topics in the Passport to the World curriculum are not found in the CAPS document. While evidence could be found of every main topic from the Passport curriculum being covered in the CAPS, the breadth of coverage differs widely.

Significant topics in the Passport to the World curriculum, which are not in the CAPS, include:

- Classifying travel and tourism companies, travel and tourism industry careers
- Defining destinations
- Destinations and sustainability
- Choosing destinations
- Communication and culture
- Respecting other cultures
- Impact of travel and tourism on culture

- Understanding customer service

- Understanding travellers' motivations

- Global Distribution Systems (GDS) – simulations

- New and future GDS technology.

In summary, while the different curricula cover a great deal of common ground, each one has its own nuances and focus. The evaluation team considered the inclusion of a practical component, and the possibility of the learners thinking critically about themselves in relation to the industry was a very positive feature of the BC curriculum.

5.3.3.2 Depth

When the evaluation team identified and listed all the **content/concept/skill** areas represented for each level in the four curricula being evaluated, they were also required to assign a number between one and four to the topic to indicate the degree of cognitive complexity (depth) at which each topic is to be dealt with. (See **Annexure C: Table of detailed content coverage in the CAPS document and the three international curriculums** for the complete analysis.)

The following codes indicate the level of cognitive complexity represented by the content:

1 - introductory level content; superficial; mainly definitions and descriptions

2 - definitions and descriptions plus some detail provided

3 - detailed indications of concepts/topics; requires understanding of relationships between concepts

4 - highly detailed indication of topic; topic required to be dealt with in a conceptually challenging way; requires complex understanding of relationships between concepts

Where the content is not dealt with in a *particular grade*, the cell was left blank.

Where the content is not dealt with **at all** in any of the levels of a curriculum, the team shaded these blocks.

The table below summarises the percentage of sub-topics dealt with at the four cognitive levels (depth) outlined above:

Table 5.6: Depth of sub-topics per level as a percentage										
	CAPS				British Columbia			Cambridge		Passport to the World
	Gr 10	Gr 11	Gr 12	All	Yr 11	Yr 12	All	AS Level	A Level	
% Sub-topics at level 1	18	36	17	24	22	3	11	0	0	0
% Sub-topics at level 2	39	21	22	29	35	26	30	0	0	6
% Sub-topics at level 3	42	32	26	35	39	58	50	24	14	50
% Sub-topics at level 4	0	11	35	13	4	13	9	76	86	44
Depth score	**2.24**	**2.18**	**2.78**	**2.37**	**2.26**	**2.81**	**2.57**	**3.76**	**3.86**	**3.38**

CAPS

While a third of the CAPS sub-topics were identified and found to be at a depth of level three (detailed indications of concepts/topics; requires understanding of relationships between concepts) across the three years, more than half the sub-topics are presented at the lower two depth levels. Once the three years of CAPS is taken as a whole, the depth score of 2.37 is the lowest of all the curricula evaluated, though not too different from the 2.57 for the BC curriculum.

While Grade 12 evidences a significant (three-fold) increase in sub-topics at level four depth, the total depth scores do not vary greatly across the three years, and are significantly lower than either of the Cambridge levels and lower than the 3.38 of the Passport to the world curriculum.

British Columbia

Tourism 11 introduces the subject to learners for the first time. The content is thus presented chiefly at levels 1 – 3 with a small percentage at a depth of level 4 (4%). However, the focus of delivery changes in Tourism 12: with the increase in practical application, the level of depth shifts significantly upwards, with more than 70% of the sub-topics being pitched at levels 3 and 4. (By way of comparison, about 60% of CAPS is pitched at levels 3 and 4 in Gr 12.)

The BC curriculum has both a general component, and areas of specialisation, which are treated as electives, which can be accessed for further study only after Tourism 11 has been completed. With the introduction of electives, the focus of the content moves to the five recognised speciality sectors of tourism, namely, accommodation, food and beverage services, transportation, recreation and entertainment and travel services. The completion of an elective changes this programme to a "full qualification". It can be assumed that the depth of coverage in the elective units/modules increases substantially as the focus is solely on that given area.

Tourism 11 and Tourism 12 are thus seen as a springboard to allow learners either to study from a range of electives that enable access to a workplace or to pursue further studies at higher levels of education.

Cambridge AS and A Level

The Cambridge curriculum is almost entirely pitched at level 4 (76% at AS Level and 86% at A Level). The learners are challenged to acquire a complex understanding of relationships between concepts relevant to the tourism industry. They are expected to use higher order thinking skills such as analysis and evaluation in coming to grips with the concepts presented in the six main topics of the curriculum.

Passport to the World

The Passport to the World curriculum focuses on just six core topics in its introduction to the travel and tourism industry. However, the topics offered are at a significant level of depth (3.38 out of 4). Learners complete activities requiring an in-depth understanding of the topics and their relation to one another in each unit. Learners are expected to undertake for example surveys and interviews as well as field research. Most units include one or more research assignments. The depth of each topic is specified in the teacher's guide, learner's book and activity worksheets. Workplace experience/internship or experiential learning also contributes to the depth at which the topics are dealt with.

5.3.4 Specification of topics

In this section the evaluation team considered the **curriculum specification**: the "grain size" or degree to which knowledge is broken down for stipulation in the curriculum.

The evaluation team determined in how much detail the various topics are specified. In other words, they considered how clear it would be for the user of the curriculum to understand exactly which content/concepts and skills are to be covered. Or put another way, they thought about how much the teacher would need to draw on her/his previous knowledge and experience of the subject in order to interpret the curricula.

The evaluation team used the following coding to make a judgement of each curriculum:

- **High:** High specification – extremely clear subject-specific specification: very little chance for multiple interpretations

- **Medium:** Medium specification – moderately clear subject-specific specifications, some generic statements /skills or some topics underspecified

- **Low:** Low specification – not clear subject-specific specification, and/or minimal guidance provided for users which allows for multiple interpretations.

In its report, the team was expected to provide two examples from each curriculum as evidence/support for its coding.

CAPS

Most of the topics are clearly specified in the CAPS. The content across all 3 grades was regarded as substantial and as comprehensively addressing the specific aims of tourism as detailed in the CAPS. The curriculum is considered to make it easy for the user to understand exactly which content/concepts and skills are to be covered. The document is logically sequenced and leaves little room for misinterpretation, but also, potentially, little room for innovation.

The CAPS is very clear about the concepts per sub-topic which are to be taught. The skills, however, are implied but not explicitly described in the content.

The team noted that the amount of work specified for Grade 12 is significantly lower than for Grades 10 and 11 because time allocated to assessment has reduced the number of weeks for delivery to just 27 weeks.

British Columbia

The degree of specification in the Suggested Achievement Indicators is high, given the use of action verbs (identify; create; give examples) which clearly indicate what the expected outcomes are. However the absence of range statements reduces the level of specification, and the teacher is required to determine the scope.

Indeed, a heavy reliance is placed on the knowledge and skills of teachers who are encouraged to develop and expand on the curriculum requirements by developing activities in keeping with the local area in which they work. Such activities are offered in conjunction with the Local Advisory Groups that include industry. By definition, teachers of the BC tourism curriculum are expected to be specialists in the subject.

Cambridge AS and A Level

The degree of specification of topics in this curriculum is high. An example of its clear specification is drawn from **Level AS, Paper 1: Structure of the travel and tourism industry**[122], which requires that:

Candidates need to investigate at least one tourist destination. They need to understand, explain and give examples of the major features of the following components:

- Tourist attractions – built; natural; events as attractions and the facilities which these take place in

- Accommodation and catering – to include accommodation grading schemes

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[122.] Doc 17, p.12

Similarly, an example drawn from **Level A, Paper 3: Factors influencing international travel**[123], expects that:

Candidates should have a clear understanding of the following:

- Changes in consumer taste and demand for leisure travel – the trend for an increasingly adventurous travelling public who constantly demand alternative destinations
- Changes in the channels of distribution for international travel services, such as: internet booking, telesales, e-ticketing and other applications of new technology.

These examples demonstrate the clarity of subject-specific specification, with very little chance for multiple interpretations.

Passport to the World

The high level of specification with regard to content, concepts, skills, methodologies, approach and linkages with industry are provided in the teacher's guide. A stand-alone document deals with experiential learning. This high degree of specification enables teachers to prepare and present the content with confidence.

By way of an example, the Teacher Guide for **Unit 1: Travel and Tourism Industry Structure** gives an overview of the outcomes, the number of sessions needed to complete the unit, the participation and activities expected from learners as well as the content and concepts to be taught. It is further expanded into four sessions with suggested questions teachers can use in the class, an explanation of the methodology and approach to content, guidance for out-of-the-classroom learning (field trips) and linkages with industry. The overarching skills are clearly specified in the overview document and are embedded in the outcomes of each unit and in the activity worksheets which guide learner practice.

In summary, then, all four curricula analysed were deemed to be well specified ("high").

5.3.5 Content / Skill Coverage

The overall coverage of content and skills for each curriculum was then considered to establish:

- To what extent the curricula provide clear, succinct, unambiguous, measurable statements of learning.
- To what extent the curricula are based on a strong, discipline-based approach to school subjects.
- The extent to which the subject knowledge is presented in the curricula is up-to-date with shifts in the discipline itself.

[123.] Doc 17, p.22

CAPS

The *content* across all three grades in the CAPS is substantial and comprehensively addresses the specific aims of tourism, but the curriculum relies heavily on the teachers' deduction of *skills* to be learned, since very few action verbs are linked to the content. Such skills as are specified tend to be at the lower cognitive levels (e.g. identify, describe, match, and explain). Even when higher order skills are specified (e.g. compare, differentiate, interpret, analyse), close analysis reveals that learners are actually still being required to operate at lower levels of difficulty.

The failure to include research and investigative skills (e.g. report, make recommendations, investigate, explore, suggest ways, source information) is considered problematic for learners exiting the school system into the workplace or higher education.

In summary, the CAPS has been updated in terms of content, but has been downgraded in terms of skills development for the industry.

British Columbia

The subject assumes that learners have a strong academic background and has as its purpose to help the learner make the transition between school and work, and the activities are thus designed to enable learners to apply a range of concepts practically.

The curriculum allows for adaptation should changes occur within the discipline. The content must in any case be adapted to the community in which the school is located. Expert teachers are required to adapt practice in the classroom to accommodate any changes within the discipline.

Cambridge AS and A Level

The curriculum provides clear, succinct, unambiguous, measurable statements of learning, both in the specification of the content and the skills required by the overall assessment objectives, which are the demonstration of knowledge, understanding and skills; the application of knowledge, understanding and skills; analysis and research; and evaluation and decision-making, [124]

The curriculum is based on a strong, discipline-based approach which reflects the needs of the travel and tourism industry and customer care and communication. The subject knowledge presented in the curriculum is up-to-date (2014) and makes provision for keeping learners up-to-date beyond 2014, for example:

- Give relevant up-to-date examples from the industry; [125]
- Candidates need to recognise and explain recent major developments.[126]

[124.] Doc 17, p. 9
[125.] Doc 17, p. 10
[126.] Doc 17, p. 11

Passport to the World

In this curriculum, the statements of learning are presented as clear, succinct, unambiguous skills-embedded outcomes, which are found in the introductory document as well as at the beginning of each unit in the teacher's guide. These statements of learning are measurable in that learners demonstrate competency through the compilation of a portfolio of evidence.

However, because assessment flexibility is built into the curriculum, the documents are vague with regard to the number, frequency and level of certification assessment tasks that form part of the portfolio collection. Little guidance is given on the implementation and assessment of the experiential learning.

The emphasis in the Passport to the World curriculum is on specific, current and factual information presented in ways that allow learners to explore, reconstruct and create authentic classroom products and activities. The curriculum leans heavily towards opportunities for real-life explorations through research, investigation and experiential learning that enable learners to become information-producers rather than information-storers. This curriculum allows learners to explore, analyse, classify, synthesise and to engage in high-level thinking processes.

The subject knowledge is current and up-to-date. A curriculum review was completed in 2011 and a new unit (Unit 6) on the latest developments in travel technology was introduced in 2013.

5.3.6 Curriculum weighting and emphasis

The evaluation team considered the weighting and emphasis in the four curricula in the following manner:

- If time allocation per topic is addressed in the curriculum under consideration, the team indicated the amount allocated for each central topic as a percentage of the total classroom time allocated for the subject.

- If time is allocated so that it cannot be captured in this way, the team noted how time is dealt with in the documents, and described this in a paragraph.

- If weighting is indicated in a way other than time allocation, the team indicated this.

CAPS

The weighting accorded to each of the nine Topics in the CAPS is captured in Chapter 3, Table 3.14 of this report. Of the four hours per week allocated to tourism, practical work is

supposed to "make up 25% of the end-of-year promotion or certification mark" and "the timetable should make provision for one double period of 80-90 minutes per week during which learners can do practical work". [127]

The document further states: "The volume of the content in a particular week is an approximate indication of how long it would take to teach this content, and includes other class activities such as informal and formal assessment, working on a project and the practical assessment task (PAT)."[128] The teaching plans provided (pp. 13-37) for all three grades are developed "to be completed over a period of four terms consisting of ten weeks each".[129] These time allocations were used to determine the weighting per topic expressed as a percentage of the total allocation of time per grade. However, the weighting per topic suggests a diminished focus on practical work, and a greater focus on content acquisition.

British Columbia

In the BC programme guide, the duration for Tourism 11 is 100 – 120 hours and comprises four units (modules). Each of the four units (modules) lasts 30 hours and is given equal weighting (25%) as well as equal credit value i.e. one credit per unit (module). The same pattern applies to Tourism 12. Each programme (Tourism 11 and Tourism 12) carries a credit weighting of four. A 30-hour Tourism Industry Experience (workplace practice) unit (module) is included in both Tourism 11 and Tourism 12.

Tourism 11 is presented as an "exploration phase" and Tourism 12 is classified as an "application phase" where learners apply what they learned in the classroom in Tourism 11 and during the accompanying 30 hours of workplace practice. The two courses are not aimed to give the learner final access to work – those wishing to transition directly into work (as opposed to going on to complete formal learning programmes at higher levels) must complete a sub-sector specific Elective Unit/Module.

The BC curriculum thus appears to place equal emphasis on each of the eight units (modules). The method of delivery is fully integrated, including the demonstration of knowledge and skills in the tourism industry, both in the classroom- and the workplace/ experiential modules.

The preparation of learners in respect of the attitudes, attributes, knowledge and skills, coupled with self-analysis in respect of each individual's strengths and weaknesses and own preferences in terms of the industry sector (12.5% weighting in each year) is further strengthened by consideration of the selection of jobs/careers as a way of helping the learner to prepare for the world of work.

[127.] Doc 17, p. 9

[128.] Doc 17, p. 12

[129.] Doc 17, p. 12

The focus on the locality where the learner, the tourism sub-sector and potential jobs are to be found, is evidenced by the fact that schools must consult with Local Advisory Groups (industry, teachers and local communities) before implementation of the curriculum. While world tourism geography is included, the curriculum content for Tourism 11 and 12 places a distinct emphasis on the province and Pan America.

Options to write additional external examinations offered by other academies within Canada exist, but these are deemed an added extra and may not replace the elective modules.

Cambridge AS and A Level

The number of guided learning hours[130] suggested for the Cambridge curriculum is180 hours for the AS Level, and 360 hours for the entire A Level (i.e. 180 + 180). The syllabus does not specify a time allocation for the six topics covered in the four examination papers as described above. If it were assumed that equal time is allocated to learning/ guided learning hours for each of the four papers, each paper would be assigned 45 hours a piece in the AS Level year, which is considerably less than the 160 hours (40 weeks x 4 hours) apportioned to learning and assessment per grade in the CAPS. In the A Level year, the two specialisations are each allocated 90 hours of guided learning. The assumption, which is not explicitly stated, is that the learner will be spending a considerable amount of time on her/his own in mastering the curriculum: the intensity of the learning is captured by the depth measure (3.76 and 3.86 for the AS and A Levels respectively).

Passport to the World

In the Passport to the World curriculum, the time allocated per topic is indicated in terms of sessions of 45 minutes each. The percentage of time allocated to the units below indicates teaching time only, and excludes any activity time or the five compulsory fieldtrips.

Table 5.7: Passport to the World: Percentage of time allocated to each topic	
Topic	**% time allocated**
Unit 1: The Travel and Tourism Industry Structure	13.8
Unit 2: The Travel and Tourism Industry Customers	17.2
Unit 3: Destinations	20.7
Unit 4: Culture and Cultural Diversity	13.8
Unit 5 : Careers in the tourism industry	13.8
Unit 6: Travel Technology	20.7
Total	**100**

[130.] Doc 17, p. 57. Guided learning hours direct teaching, and any other supervised or directed study time. This does not include private study by the candidate.

The emphasis is placed on Unit 3: Destinations and Unit 6: Travel technology. Together, these take up about 40% of the allocated time. Most of the remaining topics are allocated between 14% and 17% of the contact time.

Comparing the weighting in the four curricula was not easily done given that they approach the matter of time allocation so differently. The Cambridge curricula give no indication of time allocation per topic: the British Columbian curriculum seemingly assigns equal time to all topics, while the number of sessions in the Passport to the World curriculum serves as a proxy of sorts to the weightings assigned to the different units. The CAPS is by far the most specific in terms of allocating time to topics and sub-topics, a reflection perhaps of the fact that few teachers offering this subject have the necessary background or expertise.

5.3.7 Curriculum progression and sequencing

In this section the team considered **progression**: the increase in the level of complexity/difficulty at which a topic is addressed through the levels.

The team considered the topics/skills listed for each level, to determine whether there is any indication of progression within and across the grades under consideration.

The team used the descriptors below to make a judgement on the nature of the progression evident in the curricula:

- **Strong** – strong indication of progression – there is clear movement from one type of content/concept/skill to another, or the progression is clear in terms of increasing complexity/difficulty from one level to the next;

- **Moderate** – moderate indication of progression – there is some indication of a flow through the different content/concept/skill, or some increase in the complexity or difficulty at which topics are addressed at different levels;

- **Weak** – weak indication of progression – there is very little indication of progression in terms of a shift between content/concept/skill from one level to the next, or in increasing complexity/difficulty across levels;

- **None** – no indication of progression – there is no flow in the shift between the content/concept/skill or indicated change in complexity/difficulty from one level to the next.

CAPS

It emerged from the NCS/CAPS comparison that there is little evidence of content development within each of the grades, but that there is generally a strong progression over the three years, in terms of content knowledge at least. **Tourism Attractions,**

Domestic, **Regional and International Tourism and Culture and Heritage Tourism** move in strong progression from local to regional to international content across the three grades.

The evaluation team found limited evidence of an increase in *depth of knowledge* or increase in *skills* required. For example, in Grade 12, five out of the seven topic delivery weeks in Term 2 are spent on low-level factual learning (Icons and attractions).

British Columbia

In the BC curriculum, the content of Tourism 11 lays a strong foundation for Tourism 12. The modules in Tourism 11 are well-sequenced, building on earlier knowledge and concepts to give the learner *a good understanding of the tourism industry and what is required to operate in the sector*. The breakdown for Tourism 11 is:

- **Module 1** introduces the learner to the Tourism Sector as well as the tourism geography of their local province (British Columbia).

- **Module 2** focuses on the personal attributes and attitudes required to become professionals in the tourism industry.

- **Module 3** exposes learners to the skills required in the tourism industry, including communication and thinking skills, technology and teamwork.

- **Module 4** requires each learner to make preparations in order to succeed in the tourism industry, including charting of career paths and job sourcing skills.

As discussed earlier, the titles of the topics differ but the concepts are drawn through to Tourism 12. The content breakdown is:

- **Module 1** is about travel planning. This includes tourist destinations and products. A broader approach is taken and major global destinations are also covered.

- In **Module 2**, learners are exposed to tourism operations including how various organisational structures and operational systems work, and how such systems are interconnected within a business. Safety in the workplace is also covered.

- In **Module 3**, a wide variety of company policies and procedures are introduced as learners will be expected to know and follow them in order to meet the expectations of tourism businesses. The practical application of numeracy skills using tourism examples is required and the processing of various forms of documentation found in a range of tourism businesses is also required. A section on entrepreneurship and the value of promoting the tourism industry are also both covered.

- In **Module 4**, the learner is given an opportunity to demonstrate the skills, attitudes and tourism knowledge they have gained in a workplace setting. Where there is no workplace setting, the activities may be either community-based functions or school-based functions but activities must be linked to tourism-type activities and work must be done with local industry employers.

The order of content listed for both Tourism 11 and 12 would adequately prepare learners to build on knowledge previously gained. In terms of progression, the output required by each Suggested Achievement Indicator is consistent with each course level. In short, units/modules build on one another and the order in which they appear allows for a smooth flow between units/modules.

The cognitive progression from Tourism 11 to Tourism 12 is well demonstrated by the use in the tasks of verbs requiring greater levels of complexity and difficulty. In Tourism 11, the tasks mostly require identification, explanation and description with little analysis, while Tourism 12 requires research, discussion, comparison, creation and analysis.

Cambridge AS and A Level

The progression of topics over the AS and A Level as they are presented does not immediately suggest an increase of complexity or difficulty. However, the analysis of depth does indicate a progressive deepening of learner skills and understanding across the two levels.

Passport to the World

The six units of the Passport to the World curriculum are stand-alone modules. Progression, the increase of level of difficulty/complexity, logical flow and the changing nature of topics across the units is therefore not evident in this introductory programme.

The sequencing of sub-topics within the theme for each unit may be an indication of progression in its simplest form but may also be unintentional. The evaluation team could not determine whether sequencing of sub-topics was intended to indicate an increase in the level of difficulty or complexity. The only indication of the flow of topics and sub-topics within a unit was found in the index of each document.

The only example, other than an index that showed weak progression within a unit, is the ordering of content in the newest unit, **Unit 6: Travel Technologies**, where the content moves from a broad introductory study of global travel and tourism technology, to a specific example from that study, to simulations based on that technology, to new and future examples of the technology, to technology-related careers in the travel and tourism industry.

Both the CAPS and the Passport to the World were considered to have weak progression within grades/topics. On the other hand, the British Columbian curriculum was judged to display strong progression within both years of study.

Considering progression from level to level, both the CAPS document and the British Columbian curriculum display strong progression from grade to grade/year to year, while the Cambridge curriculum reflects moderate progression both within and across the two levels.

5.3.8 Specification of pedagogic approaches

In this section, the extent to which the **pedagogic approach** was evident in each curriculum was considered. Pedagogic approach refers to the way in which the curriculum intends teaching and learning to happen in the classroom.

CAPS

The CAPS refers to teachers having "access to e-mail facilities and the internet … (to) source, download and print relevant and new information, such as flight schedules, car-hire packages, tour packages, etc." The organisation of tourism classrooms is also discussed131. Since no other guidelines are offered with regard to teaching pedagogy, it was felt that the level of specification for subject-specific pedagogy is low.

British Columbia

The approach to learning in the BC curriculum is learner-centred, but the approach to teaching is more direct in places, especially in Tourism 11, which serves to introduce new concepts to learners. It does however make provision for the learner to participate in selected activities. In Tourism 12, the approach is more directly learner-centred and learners actively participate. The guidance provided to teachers on the approach to be taken is not always explicit, but is inferred from the Suggested Achievement Indicators.

The nature and level of the learner in British Columbia is not known, so the evaluation team is unable to comment on the appropriateness of the pedagogic approach in that environment, but the subject readily lends itself to a learner-centred approach. With this in mind, the size of classes, the literacy and numeracy level of learners and the competency of teachers are critical if a learner-centred approach is to work.

Cambridge AS and A Level

The syllabus itself does not specify a pedagogic approach, either generally or subject-specifically. It simply outlines only what the learners must do, that is, what will be examined in the four examination papers.

However, on the Cambridge Home Page, general curriculum guidance is given to schools in the document: *Implementing the Curriculum with Cambridge: A Guide for School Leaders.*[131] Here, the learners envisaged at the end of an A Level programme are required to:

> take responsibility for their own learning. They do this by developing self-awareness, self-motivation and by adopting strategies and habits to take control of their learning. They are inquisitive and actively engaged, able to shift easily between independent study and collaborative enquiry. [132]

This document advocates a constructivist approach to curriculum delivery for the AS and A Level curricula:

> Teachers have to listen to the voice of the learner in the classroom as evidenced in the work they produce, and engage with it to support learning and to help learners develop their own understanding. This process helps to develop independent learners as they start to model the teacher's approach. The most effective learning environment is created when learners' thinking is being challenged, and the work is extending what the learners could achieve independently – the role of the teacher is to support (sometimes referred to as "scaffold") learner learning in what Vygotsky (1978) described as the zone of proximal development. [133]

In addition, the document advocates problem-solving as a methodology:

(Teachers) are able to model problem solving and consider themselves as mentors as much as teachers. They are concerned with the holistic development of the learner and understand the critical role that attitudes, emotions and self-confidence play in learning. They communicate a love of learning and believe every learner can achieve." [134]

In other words, while the pedagogy is separately presented, the Cambridge system is shaped by a very particular view of how learning and teaching should happen.

Passport to the World

The pedagogic approach is learner-centred in that it does not follow a strict discipline-based approach to the units. Although the content emphasis is on specific, current and factual information, the approach allows learners to explore, reconstruct and create authentic classroom products and activities. The curriculum relies on opportunities for real-life explorations through research, investigation and experiential learning that enable learners to become information-producers, rather than simply information-storers. So, this curriculum allows learners to explore, analyse, classify, synthesise and to engage in high-level thinking processes.

[131.] Cambridge International Examinations (n.d.) *Implementing the curriculum with Cambridge: A guide for school leaders.* University of Cambridge

[132.] Ibid p. 7

[133.] Ibid pp. 12-13

[134.] Ibid p. 13

The curriculum gives guidance at the beginning of each Unit and Lesson but allows for flexibility in that teachers are allowed to draw on the most appropriate strategy or strategies for each sub-topic in each unit.

The approach is considered to be appropriate because it places the learner firmly at the heart of the learning process. The concept of the "expert learner" is central to current developments in personalisation where the learner is described as "an active, motivated partner and not a passive, disengaged recipient". [135]

In the teaching of this curriculum, the teacher is expected to support the learner, directly or indirectly, in all aspects of the learning journey. This means the teacher has to collaborate with other individuals, agencies and organisations, to plan, organise and manage varied learning experiences, give feedback and guidance and maintain an inclusive, equitable and motivating learning environment.

To sum up, the level of specificity for the pedagogic approaches varies across the curricula. The curriculum with the most guidance regarding the preferred subject-specific pedagogic approach is the Passport to the World curriculum; the least guidance is provided in the Cambridge AS and A Level curriculum. Both the CAPS and British Columbia curriculum do not provide significant levels of pedagogic guidance to the teachers.

With the notable exception of the CAPS, the common approach suggested is a learner-centred one, where learners take ownership of their own learning through real life exploration, investigative research and experiential learning. The single most significant re-direction that took place in the move from the NCS to the CAPS was the move away from a learner centred approach to learning to a content teaching pedagogy. As a result, the CAPS is at odds with the suggested approaches in the other curricula, since the focus has moved to content transmission.

5.3.9 Assessment guidance

The evaluation team were asked to establish the number and types of assessment tasks specified in the various curricula and then to consider how specific the guidance on assessment is.

CAPS

In the CAPS, a subject-specific introduction refers to informal and formal assessments. It refers to type of assessments, examinations and practical assessment tasks and to recording and reporting. Promotion and moderation of assessment is also referred to.

[135.] Personalising Further Education: Developing a Vision; DfES, 2006
(www.dfes.gov.uk/consultations/downloadableDocs/DfES%20Personalisation.pdf)

Clear general guidelines for the management of assessment[136] allow for a good understanding of the approach towards assessment. The preferred approach is continuous assessment and involves four steps that are explained. The nature of the guidance is quite specific: assessment *for* learning (daily assessment) and *of* learning (formal assessment).

The number and nature of the tasks is stated. In Grades 10 and11, seven assessment tasks are stipulated per year. Grade 12 learners are expected to undertake six assessment tasks. The types of assessment include tests, open book tests, research projects and examinations.

A clear outline of the formal assessment criteria (p 61) includes information about both internal and external assessment. The weightings for various assessment tasks for all three grades are stipulated. All assessment for Grade10 -11 is internal, but in Grade 12, 25% is internal (externally moderated) and 75% is external. The dominant types of assessment are tests and examinations.

The level of specification regarding assessment was considered to be high.

British Columbia

The number of required assessments is not indicated, but the types that are recommended include diagnostic, formative and summative assessment. Teachers are advised to complete summative assessments at the completion of each key stage of learning. No large-scale provincial assessment for Tourism 11 and 12 takes place.

Assessment outcomes/outputs are also not specified, but they are embedded in the Suggested Achievement Indicators for each unit/module which serve as guidelines on what to assess and in some instances, how to assess learning. These are suggestions only and the programmes rely extensively on teacher ability to deliver to the required standard. In this regard, teachers are encouraged to expand and devise other mechanisms in order to adequately assess learner progress. From the verbs used in the Suggested Achievement Indicators, one can infer that assessment takes a number of forms, with an emphasis on the practical implementation of learning.

The teacher is encouraged to gather information about what learners know and are able to do using a range of classroom assessment activities, including but not limited to observation, peer assessment, tests and projects. Where possible, learners should be involved in setting assessment criteria, and the detailed steps to achieve the final measurement outputs are outlined in the British Columbian document. The practice is not unlike what would happen during a performance appraisal/review in a business context.

[136.] Doc 4, p.1

Teachers use their insight and knowledge about learning and experience with learners, coupled with the specific criteria that they establish to make judgements about learner performance in relation to the prescribed learning outcomes and the suggested achievement indicators.

External assessments are permitted for elective modules only, but these cannot replace assessments required for the "full programme".

The evaluators considered the level of specification to be moderate, as it assumes that specialist teachers would manage assessment in line with the localisation of the curriculum.

Cambridge AS and A Level

The assessment guidance provided to teachers and candidates is very explicit. The weighting of the assessment objectives for each of the four papers indicates their relative importance[137] and candidates have a clear outline of the content examined in each of the four Papers.

The document devotes sixteen pages to Paper 2: Practical Project, in which the criteria for assessment are clearly indicated with detailed rubrics. The teacher's role in guiding the learner, assessing the project and moderating are also meticulously explained.

The dominant form of assessment is written examination (three papers), while the fourth paper is devoted to a practical, "real project in the form of a travel and tourism event".[138]

Passport to the World

Assessment guidelines are provided in the Teacher Guide, with more detailed information in the resources. All 53 activities provided could be used as part of overall assessment. All resources required for the activities are provided in the Resource Guide. While a number of activities are provided for every unit/topic, a teacher may select which activities to do and which to omit. This flexibility led to the evaluation team to classify the Assessment Guidelines as moderate.

The assessment for the international certificate is competence-based. Learners are expected to present a portfolio to demonstrate proof of competency. While suggestions are provided in terms of the type of assessment, no specific number or type assessment activity is given. The assessment is adaptable and relies on individual competencies. Teachers must design the learning path of each learner individually and learners must participate in the evaluation and negotiate with teachers on tasks they have to do in order

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[137.] Doc 17, p. 9

[138.] Doc 17, p. 29

to fulfil all requirements. It is recommended that teachers have an entry assessment of learners to determine the strengths and weaknesses of their class and of individual learners.

This approach to portfolio evaluation is not a final, closing statement (like final examinations) but follows the learner through his/her studies. The portfolio is opened at the entry and closed whenever the learner presents all required evidences. This may well occur after a learner finishes his/her academic studies since the passport certificate is not tied to any school or educational level.

To round up, the CAPS and Cambridge tourism curricula prescribe the number and types of formative assessment that learners have to complete: in the CAPS, the number ranges from 6 to 7 assessments per year, depending on the grade; the Cambridge AS and A Level prescribes 2 to 4 assessments per level. Both favour written examinations to determine learner competency.

On the other hand, both the British Columbian and the Passport to the World curricula adopt a more flexible approach to assessment, determined by the teacher and the learner. They suggest a diverse range of assessments, for example, samples of learner work, oral and written reports, journals and learning logs, field trip reports, case studies, observation models/constructions, tests and presentations. This approach to assessment contrasts powerfully with the focus on tests and examinations prescribed in the CAPS and the Cambridge curricula.

5.3.10 Curriculum integration

In this section, the notion of curriculum integration is considered along two vectors: the degree of integration made apparent between topics within the curriculum, and the deliberate effort made – or not – to connect the present subject with others offered in schools. The team evaluated the curricula on a three point scale (high/moderate/low) as it did in the NCS/CAPS comparison (See Chapter 3 of this reports for definitions in the scale.)

CAPS

The CAPS is moderately good at integrating the topics within the curriculum. Interrelationships were evident between, for example, Tourism Sector Grade 10: Types of Tourists and Tourist Profiles in week 2 and The Attraction Sector. Similarly, an interrelationship is evident between Tourism Sector Grade 10: The Different Modes of Transport in week 2 and in Grade 11, week 5 to 9: The Tourism Bus Industry, The Tourism Train Industry, The Gautrain, Cruise Liners, Car Rental.

While no explicit reference to integration is made in the CAPS, discernible links can with other subjects in the FET curriculum include History and Heritage[139] as a tourism topic; geography and the extensive mapwork section; Hospitality and Customer Service as a topic; and language and the report-writing task in Gr 12.[140]

British Columbia

In the BC curriculum, the comments in the previous sections on progression and sequencing indicated that the content of Tourism 11 lays the foundation for Tourism 12. While integration is not referred to explicitly, it is evident in the structure and activities required in each unit/module. To illustrate, just within tourism 11, in topics such as "Analyse positive attitudes of the tourism professional", "Preparing to succeed in the tourism industry", and "Transferable skills of the tourism professional", learners are required to move from a general explanation of why a positive attitude is important in the tourism sector; and how it benefits the employee, the company, the community, to being able to identify their own transferable skills. They also need to be able to integrate this previous learning with being able to describe the characteristics of an effective team in the workplace and describe what a team player does in the workplace.

The nature of the integration between Tourism 11 and Tourism 12, is hallmarked by moving from a generic understanding of the industry to a more specific and personalised one. In Tourism 11, the learners are required to create a professional résumé for themselves (Unit 4). In the following year they are required to update and use this résumé in being placed for the workplace experience. It forms an intrinsic part of their portfolio which must explain their acquired skills and experience (Tourism 12, Unit 4).

While there is no specific reference to integration with other subjects, the nature of activities (Suggested Achievement Indicators) clearly demonstrates an integration with subjects relating to mathematical skills (numeracy) and communication (literacy), requiring the application of this knowledge and skills in a tourism context as opposed to treating this content as an academic exercise as happens in the CAPS.

In addition, emphasis is placed on research and conceptual thinking. Problem-solving to address issues in the tourism sector is intrinsic to the curriculum, so is an understanding that problems in one area have an impact on other areas.

Cambridge AS and A Level

There is a high level of integration among the four examination Papers. Paper 2, the practical project, draws on all the learning for Paper 1. Paper 4 establishes "clear links with ideas and information from Papers 1, 2 and 3". [141]

The Travel and Tourism Syllabus does not refer to any of the 54 other subjects offered.

[139.] Doc 4, p.11
[140.] Doc 4, p.11
[141.] Doc 17, p. 24

Passport to the World

The Passport to the World curriculum is intended as an introductory programme over a maximum period of eight months to one year. The six units do not relate to one another and stand alone. Integration between topics and sub-topics is thus low. The topics are treated separately and few links are made between topics. However, some prior knowledge is embedded across topics. Knowledge, skills and values acquired in one unit will help strengthen learning in the other Units.

In Kenya, the Passport to the World curriculum is taught as an extra-curricular field of study in government schools. The units have no intentional links with other subjects in the formal Kenyan schooling system. The curriculum does not specifically refer to other subjects such as geography in the destinations unit or with languages in the customer care unit.

5.4 CONCLUDING REMARKS

In terms of a logical, hierarchical sequence of knowledge, sensible shifts in content, evidence of a particular form of reasoning and a conceptual logic in the ordering of the knowledge, the **CAPS** is coherent in terms of content knowledge evident in the strong progression over the three years, in eight of the nine topics. (The exception is Forex, which appears only in Grades 11 and 12, but is then logically sequenced.)

In Grade 10, the content progresses from a broad view to more focused knowledge. In Culture and Heritage Tourism, there is progression in content from local to national to international across the three years.

The design of the **British Columbia** curriculum takes into account the needs of the industry that will ultimately employ the learner. The objective of Tourism 11 is to introduce the learner to the subject, while Tourism 12 places more emphasis on the application of the generic skills learned in Tourism 11, coupled with self-analysis and preparation of the learner to enter the world of work.

Specialisation areas are offered as electives but do not form part of the programme. The major aim of this programme is therefore to prepare the learner to select and complete a range of electives in order to enter the workplace, or to allow the learner to enter higher fields of learning.

The curriculum content in terms of sequencing is logical and coherent. However, this is not always evident in the manner in which the document is written or structured, i.e. one cannot depend on the headers, and needs to delve into the content in order to establish the links – the formatting is not particularly user friendly.

If the content is delivered in the order in which it is written, then the flow in terms of building on concepts is coherent and clear.

Activities are aligned to the sub-topics. In Tourism 11, the focus is on introduction and building of basic knowledge and completed concepts are carried through to subsequent units/modules. Consideration is given to exploring how each concept is inter-related and/or impacts on another. Within units/modules, the inter-dependence of content and concepts is also acknowledged. In both instances, this aspect is broadly mentioned but is reliant on the ability of the teacher to make the necessary connections. Additional integration with other subjects is evident as activities, e.g. numeracy and literacy; these are not delivered in isolation and are practised using tourism contexts.

Progression is evident between Tourism 11 and 12 as concepts covered in Tourism 11 are applied in Tourism 12. The same applies for integration as learning, which is practised in Tourism 12 and the application is directly linked to tasks that exist in a range of sectors within the tourism industry.

The evaluation team felt that the **Cambridge AS and A Level** curriculum displays a high level of coherence. The content and skills required in each of the four papers follow a logical internal flow. The central unifying feature – which is the same for all Cambridge AS and A Level subjects – is the set of examination papers, based on a set of broad assessment outcomes. They are: demonstration of knowledge, understanding and skills; application of knowledge, understanding and skills; analysis and research; as well as evaluation and decision-making. [142]

The subject-specific objectives for the Cambridge AS and A Level Travel and Tourism are broad and over-arching. They should prepare a candidate to grasp the bigger picture of the industry, both locally and internationally.

The Cambridge AS and A Level Travel and Tourism curriculum is based on a strong, discipline-based approach to the subject, which reflects the *current* nature of the travel and tourism industry, customer care and communication.

The **Passport to the World** curriculum used by Kenya is designed around central topics, separately presented. The activities can however be used *across a number* of topics e.g. museum visit as an activity can be used to develop competencies for Unit 2 (Travel and Tourism Customers), Unit 4 (Culture) as well as Unit 5 (Careers).

5.4.1 Factors for consideration emerging from the international curricula and recommendations

The careful analysis of the foreign tourism curricula provides insight into the different emphases inherent in the different curricula, as will have been reflected in this chapter. In this last part of the chapter, the team drew down some of the most salient features that they had found in this benchmarking exercise.

[142.] Doc 17, p. 9

a. Serving the economic needs of the country through education

South Africa has already identified tourism as one of the major growth areas for economic development in our country in critical documents such as the NDP and the IPAP, but the school curriculum has lagged behind contributing young, well prepared adults from the schooling system. British Columbia also identified a shortage of skills in the area and responded by creating a two-year curriculum which responds to regional tourism needs and which provides an entry for young people leaving school into the industry in the area where they grow up. The introduction of the curriculum into an area is supported by consultation and inputs from the tourism industry (businesses in local area), the local community and post-secondary teachers. Shortages of qualified employees (both short- and long-term) are identified in the different tourism sectors, ensuring that the number of learners and course content correspond to the demand and facilitate job placement. Workplace practice in a working environment forms part of the final assessment which by definition necessitates that local industry must be consulted before the elective can be offered in any given province/region or community. Entrepreneurship is one of these electives.

In short, the British Columbian curriculum manages – in two years – to offer both a general introduction to tourism as an industry and a workplace experience opportunity (albeit just 30 hours), as well as opportunities for individual learners to consider their own suitability in terms of the five specialisations. It is then structured in such a way that these specialisations in the form of elective subjects are available. Learners who have taken and passed a certain number of electives emerge with a qualification that is beyond just a school-leaving subject, and are also well-prepared for entry into the industry. In addition, training electives, each with their own examination and specific work experience requirements are presented in the curriculum. It thus manages to address regional economic needs, through the adaptability of the curriculum as well provide preparation for the individual learner both in terms of a holistic picture of tourism as an industry and in terms of the practical requirements of tourism as a field of work.

On the other hand, Kenya's use of the Passport to the World demonstrates an interesting alternative approach. The country uses it less as a formal school subject in government schools, but offers it in tourism clubs as an extra-curricular field of study. As an introductory programme over a maximum period of eight months to one year, it aims to teach, through a learner-centred approach, a skills-set that is both useful for the industry and for subsequent study. Its aim is to develop learners who are able to explore, analyse, classify, synthesise and who can engage in high-level thinking processes and does so through providing multiple opportunities to develop and master the competencies throughout the programme.

The evaluation team felt that far too many schools in the South African schooling system have been allowed to offer Tourism without the necessary background investigations done in terms of the location of school, the possibility of exposure to the

tourism industry, opportunities for out-of-the-classroom learning and, above all, the capacity of teachers to offer the subject. By allowing any school in South Africa to offer tourism as a subject, essential elements with regard to exposure to the industry such as those embedded in the Passport to the World, are lost to a large number of tourism learners in South Africa.

The evaluation team further recommends that research, confirming the number and nature of available jobs should be completed for each local region to determine whether job opportunities exist for learners before the school/s in an area are permitted to offer the subject. In order to accomplish this, curriculum development should include all stakeholders (local business, communities, FET/HE, for instance). Tourism should then be offered only at schools where learners will have the opportunity to be exposed to the tourism industry and where opportunities for out-of-the-classroom learning such as field trips, job shadowing and experiential learning exist.

The evaluation team also recommends that the CAPS should re-introduce a workplace experience such as that offered in the British Columbian and Kenyan approaches. Where work placement opportunities are limited, school-based activities could be implemented, which are linked in some way to the tourism sectors. However, local industry employers and/or professionals should be invited to assist and learners could be tasked to perform duties under the guidance of these employers/professionals.

b. Career guidance and facilitating informed choices

The CAPS implementation process could be strengthened by genuinely engaging the tourism industry and higher education institutions in each province with a view to determining and documenting available career and learning pathways in a range of tourism sub-sectors, while paying particular attention to what is available in a given province/region. This should be seen as a necessary extension of the role of the curriculum rather than being silent and leaving the choice of path to individual learners to pursue.

The CAPS should also, as the British Columbian curriculum does, provide for the development of attributes and skills needed to operate in the professional tourism industry, namely a positive attitude, responsibility to work, how to adapt performance in the workplace, and willingness to learn, which are critical to function in the world of work. The deliberate inclusion of these attributes and skills would enhance employment opportunities for learners as well as provide a much smoother transition into the tourism workplace.

In the South African context, this would mean that schools need to identify local businesses and communities in order to form a Local Advisory Committee, with a view to facilitating collaboration and decision-making that is mutually beneficial to

all interested parties. These groups could be of great assistance to teachers as a source of current and accurate information, guest speakers and contacts for work experience placement of learners.

In addition, as in the British Columbian curriculum, additional value-added short courses, aligned to a given tourism sub-sector should be offered by external (local and/or international) providers. Recognition of these should be given in the CAPS, in order to facilitate additional workplace-centred learning.

c. Serving the developmental needs of learners

In the British Columbian approach, the abilities and attributes of individual learners are also of paramount importance. Emphasis is placed on preparing the learners to understand their own strengths and weaknesses, thus helping them to make informed career choices. Career choices seem to be made much earlier and focus is placed on the learner's ability to demonstrate skills in a particular context as opposed to simply learning about a concept – this could be as a result of the cost of tuition and also the limited number of jobs available in the formal business sectors.

Sadly, in the South African context, tourism is still regarded as an "easy" option, and the placement of learners is not determined by their interest or aptitude. Nor does the curriculum in its present form allow for the development of skills that would offer them ready entry into the industry, since the practical aspect of this subject is not evidenced in the skills referred to.

The Cambridge AS and A Level curricula indicate that, if an in-depth approach is taken to the subject, not only will it help develop learners' thinking abilities and provide a holistic understanding of the importance of tourism globally, it can also provide an opportunity for practical application. The assessment objectives articulated in the Cambridge AS and A Level syllabus indicate the range of thinking (and particularly higher order thinking) required of learners in the four examinations. The objectives provide opportunities for learners to apply, analyse, research and evaluate the knowledge and concepts in their field. They are also expected to make judgements that result in decision-making as a part of their learning. [143]

In the AS and A Level Paper 2, the practical project requires candidates to what they have learned to the planning, conducting and evaluating of a travel and tourism event requiring learners to demonstrate essential business and customer service skills. This project is contextualised in an examinations-oriented curriculum. The Practical Assessment Task required in the CAPS, which is also focused on examinations as the preferred mode of assessment, could adapt this type of project for Grade 12 in the South African context.

[143.] Doc 17, p. 9

The Cambridge Paper 4 in both years requires a full understanding of knowledge and skills from Papers 1 to 3. If the Grade 12 Tourism examination were to take this approach, it would obviate learners being pushed into the subject Tourism at Grade 12 level, as currently happens.

d. Teacher expertise and teacher support

In the British Columbian context, the teacher plays a critical role in delivery of the curriculum, and teachers are required to be specialists in, not only the ability to teach, but in the subject being taught as well. The fact that the curriculum content is open to interpretation with respect to delivery modes, contextualisation and assessment confirms this requirement. It is also apparent that teachers must do additional research, keep abreast with industry changes and maintain excellent relationships with the industry sectors in which they hope to place their learners.

Because the Passport to the World topics are offered at a significant level of depth and knowledge, and skills and values acquired in one unit help strengthen learning in the other units, the teachers for the programme need to be well informed. The activities, which the teachers manage with the written guidance (Teacher's Guide) provided and with the support of the Learner's Workbook and Assessment Sheets, require learners to do investigations like surveys and interviews, as well as field research. The teachers also need to manage the workplace experience/internship or experiential learning which contributes to the depth at which the topics are offered.

e. Defining the teaching and assessment outputs

The British Columbian assessment outputs are clearly defined in the Suggested Achievement Indicators and these provide guidance and clarity on not only the teaching depth/breadth but also point to the assessment outputs required. The CAPS would benefit from emulating the clarity of the Suggested Achievement Indicators, by including clear action verbs for each of the topics, detailing exactly what the learner must know and do, coupled with range statements to assist with the depth/breadth of coverage required.

The Passport to the World curriculum provides learners with a basic understanding of tourism as a global industry, but the objectives of this curriculum extend into opportunities for exposure to industry in the form of job shadowing and experiential learning. In doing so, it places strong emphasis on self-reflection.

Its statements of learning are reflected as clear, succinct, unambiguous skills-embedded outcomes found in the introductory document as well as in the beginning of each unit in the Teacher's Guide. These statements of learning are measurable in that learners can demonstrate competency through the compilation of a portfolio of learning evidence. There is flexibility built into the assessment of the curriculum. It succeeds in having a high level of specification with regard to content, concepts, skills, methodologies, approach and linkages with industry in the Teacher's Guide. It should be noted, though, that the Passport to the World documentation is almost twice as long as the CAPS, and three times longer than the Cambridge curriculum. The more concise curricula such as the Cambridge and British Columbian ones presumably rely on well-established teacher competence to interpret the curriculum.

It is recommended that the CAPS be adapted to ensure greater integration of the content while taking into account the knowledge, skills, attitudes and values *required for specific occupations in the various tourism sectors/sub-sectors*. This approach will require a review of the existing curriculum content to serve, amongst other things, as an introductory (core) level, followed by areas of specialisation for learners interested in entering a particular career in tourism. The Passport to the World curriculum could also serve as an example of how the CAPS could expand content, concepts, skills, methodologies, approach and linkages with industry for the nine topics.

With respect to areas of specialisation, training electives, each with their own examination and specific work experience requirements should be considered as additional modules for Grade 12 learners who have completed the "core" and show a specific interest in pursuing a particular career in tourism. Workplace practice in a working environment must form part of the final assessment which by definition necessitates that local industry must be consulted before the elective can be offered in any given province/region or community.

Entrepreneurship should be considered as an "elective" and the content should be integrated and contextualised to the sub-sector selected by the learner as opposed to it being offered as a purely conceptual subject.

These adaptations should provide for greater articulation and also a much smoother transition either to higher education and/or to the workplace.

THE 2013 NSC TOURISM PRACTICAL ASSESSMENT TASK INVESTIGATION

6.1 BACKGROUND

Because Umalusi had identified through its moderation processes that the standards for the Practical Assessment Task (PAT) were widely discrepant, the purpose of the PAT investigation was to monitor the standards and appropriateness of assessment practices in the National Senior Certificate.

The 2013 PAT is the last of the practical assessment tasks to have been undertaken in terms of the NCS. Although the 2014 PAT forms part of the implementation of the CAPS in Grade 12, so much learned from the 2013 investigation remains relevant to the CAPS, and is consequently reported on here.

A few preliminary observations about the origins of the PAT, and the changes to it, serve to locate the analysis that Umalusi undertook. The PAT has its origins in the Senior Certificate Travel and Tourism curriculum where learners were expected to work 40 voluntary hours in a tourism-related business. During the workplace exposure the learner was expected to job-shadow, complete specific tasks in the workplace and was evaluated by a supervisor. On completion of the workplace exposure, the learner was expected to complete a self-reflection on his/her experience and to do both a verbal and written report back on the overall experience. The learner was subsequently assessed by the teacher. This workplace exposure constituted the practical component of the travel and tourism curriculum.

In this format, the senior certificate practical component complied with enhancing a learner's understanding of the tourism industry, established connections to life outside the classroom, addressed real world challenges, developed life skills and provided opportunities for learners to engage in their own learning, as self-reflection was a compulsory component of the task. These aspects defined tourism and tourism as a practical subject.

With the review and introduction of tourism into the National Senior Certificate in the NCS 2005, the practical component was removed but the subject nevertheless retained its status as a "practical subject".[144] In an effort to comply with Subject Assessment Guideline requirements, the PAT in its current format was developed as part of that curriculum. In the CAPS, the PAT is intended to retain the same structure and function in the assessment of the whole subject.

[144.] Doc 7, p.9 and 17

6.2 DOCUMENTS EVALUATED IN THIS SECTION

The documents used for the evaluation are:

	Table 6.1: List of documents evaluated	
Document		**Footnote References**
1	Department of Basic Education. 2013. ***Tourism Guidelines for Practical Assessment Task.*** Pretoria.	Doc1
2	Department of Basic Education. 2008. ***National Curriculum Statement Grades 10 -12 (General): Subject Assessment Guidelines – Tourism.*** Pretoria.	Doc 2

6.3 THE NATURE AND FUNCTION OF THE PRACTICAL ASSESSMENT TASK

According to the NCS Subject Assessment Guidelines for Tourism,[145] the PAT should showcase the learner's understanding of the tourism industry as a dynamic economic sector. It should enhance the knowledge, skills and values learners acquired in Grades 10, 11 and 12 about tourism as a multi-faceted industry, and provide an opportunity for learners to engage actively in their own learning by establishing connections to life outside the classroom, addressing real world challenges, and developing life skills.

The PAT, which takes the form of a project, requires the development of a portfolio that consists of an accumulation of articles, samples and information developed and/ or gathered to demonstrate the application of knowledge in the tourism industry. For example, Grade 12 learners could be asked to develop a fourteen-day tour plan of Southern Africa. The PAT is to be completed in the first three terms with due dates set for each stage of the task.

The PAT is clearly divided into three sections:

1. General information
2. Instructions to learners (sub-divided into Phase 1 and Phase 2, each worth 100 marks)
3. Instruction to teachers (assessment instrument)

According to the Subject Assessment Guidelines for Tourism[146] the Practical Assessment Task should:

• showcase a learner's understanding of the tourism industry

• enhance knowledge, skills and values

• establish connections to life outside the classroom

[145.] Doc 2, p.9-10
[146.] Doc 2, p.9-10

- address real world challenges

- develop life skills

- provide opportunities for learners to engage in their own learning

Furthermore, the PAT is supposed to cover parts of the curriculum that are difficult to assess in the theoretical examination, and should therefore consist of open-ended questions on different cognitive levels, to demonstrate applied competence: all four Learning Outcomes should be used to develop the PAT. It should include Assessment Standards from the previous years, as it focuses on the tourism industry as a whole. It would be better assessed by using rubrics and matrixes because a memorandum is not suitable for marking open-ended questions.

However, the evaluation team is of the opinion that the PAT [147] does ***not*** fulfil the aims and purposes as set out in the Subject Assessment Guidelines.

6.4 THE ROLE OF THE PRACTICAL ASSESSMENT TASK AS PART OF THE ASSESSMENT STRUCTURE

The table below illustrates the components of formal assessment in the NCS, their weighting and where each is positioned in the Programme of Assessment. The same structure has been carried through to the CAPS.

Table 6.2: Programme of Assessment for Grade 12		
Programme of Assessment	**External assessment**	
Internal assessment tasks (100)	**External Tasks (300)**	
25%	**75%**	
• **2 tests** • **2 exams (mid-year and trial)** • **2 other tasks**	**PAT (100)**	**Exam paper (200)**
	25%	50%
	• Integrated design and making project LO 1- 4	• Written exam LO 1 – 4

In tourism, teachers are expected to develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. As with Grade 12, the marks allocated to assessment tasks completed during the school year comprise 25%, and the end-of-year examination mark comprises 75% of the total mark. The marks achieved in each assessment task in the formal Programme of Assessment are recorded and included in formal reports to parents and School Management Teams. These marks determine whether or not learners in Grades 10 and 11 are promoted. Since the National Senior Certificate is a three-year qualification, these final marks for Grades

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[147.] Doc 1

10 and 11 are not to be taken lightly, and should determine entry into tourism in Grade 12. In other words, learners should not be taken in to Grade 12 without having completed the necessary assessment (and by implication, the learning) for the previous two years.

To recapitulate, the Tourism Programme of Assessment comprises internal and external assessment tasks. The PAT forms part of the external component for Grade 12 and is allocated one third of the marks for external assessment (100 marks out of 300), while the final exam is out of 200. Since the PAT forms part of the external assessment, it, like the final Grade 12 examination, is set by an external examiner. The PAT, while administered and marked by the tourism teacher, is also externally moderated.

The learner's total mark thus consists of internal assessment (100 marks), PAT (100 marks, external assessment) and final examination (200 marks). The PAT thus forms a significant 25% of the final mark.

However, an analysis of the actual PAT reveals that it has been set out of 200 marks (100 per phase), and then is presumably reduced to a percentage.

6.5 THE EVALUATION OF THE PRACTICAL ASSESSMENT TASK

The instrument, described in Chapter 2, used in the analysis draws conceptually on frameworks dealing with reproductive and productive thinking. The work of Romiszowski (1981), is specifically referred to, but the instrument also resembles the work of Kolb (1984) and that of Marzano (1998, 2001) which took the conative and affective aspects of thinking in consideration.

These frameworks for understanding critical and creative thinking, which Romiszowski (1981) referred to as *productive thinking*, are reminiscent of Bloom's cognitive categories of analysis, evaluation and synthesis. In various combinations, engagement with these categories in the learning and assessment process could, for example, lead to deeper understanding and a defensible judgement of a valued product. Such engagement may involve planning what to say, imagining situations, reasoning, solving problems, considering opinions, making decisions and judgements or generating new perspectives. The instrument is intended to measure the level of *reproductive and productive skills* not only in terms of the cognitive domain, but also in terms of the psychomotor and affective domains which include reactive and interactive categories required to be displayed in the tasks. By stressing the importance of engaging the affective domain through both the teaching and assessment processes, reflection and metacognition come into play. This would entail developing tasks which provide space in which, for instance, the willingness to plan and self-correct, the possibility of flexibility in action, of being mindful, being persistent and seeking consensus can be demonstrated and assessed.

Romiszowski (1981) regards skilled performance as depending on the availability of prerequisite knowledge. By linking planning with the productive quality of a skill, Romiszowski (1981) focuses on constructive and creative mental processes and does away with a purely behavioural, "performance-type" approach. He thus attaches considerable importance to knowledge and skills in the psychomotor and affective domains, and consequently values both learner-centredness and a guided discovery approach.

Part of the purpose of the research was to analyse the practical assessment tasks in terms of the nature of the skills being elicited, and to determine the levels of question difficulty of the items analysed. This second intent was to determine whether the task question is difficult (or easy) due to its content, the nature of the stimulus, the process required by the task or the complexity of the expected response. This four-category conceptual framework for thinking about question difficulty is adapted from Leong (2006) of the Singapore Examinations and Assessment Board. In developing the framework, Leong drew on work of Pollitt *et al.* (1985), Osterlind (1990), Edwards and Dall'Alba (1981) and other researchers who have developed similar tools for gauging cognitive challenge.

For the research team this was a sophisticated, but very revealing way of thinking about questions in a practical assessment task. Discussion of the kind of thinking required in each task and the three-dimensional investigation into the cognitive, affective and psychomotor domains emphasised how thinking processes in the classroom could be enhanced as well.

6.6 EVALUATION OF THE DOCUMENTS

Each member of the evaluation team was provided with a hard copy of the 2013 Tourism Guidelines for the PAT. Team members were introduced to the PAT. This orientation focused on providing background information on the structure, role and the characteristics of the PAT. Members from industry were provided with a brief overview of the purpose, the place, structure and the assessment of the PAT as part of the NCS.

Using the evaluation tool, specific duties were allocated to individual team members for investigation. The team members reported back on their findings and observations and made suggestions and recommendations for further discussion by the rest of the team. After discussions, the findings were incorporated into the main report.

The team discussed each question according to the elements in the analysis instrument. Each team member was given the opportunity to give his/her input and justify his/her findings.

Discussions were held to reach consensus on each item analysed before an input was made on the analysis instrument. In many instances the team found it necessary to

sub-divide and re-number the questions in order to provide a more accurate analysis based on the different levels of cognitive demand and the level of complexity. After the completion of the analysis, the team studied the results of the analysis instrument to identify trends, patterns and the general standard of the PAT.

For the purpose of this analysis, the team used Romiszowski's (1981) definitions of skill categories:

- **Reproductive skills** refer to the reproduction of known content, concepts, and application in familiar contexts;

- **Productive skills** refer to application in novel contexts related to critical and creative thinking, which are thinking skills that assist in the productive thinking process;

For thinking about question difficulty, the four-category conceptual framework according to Leong (2006) was used:

- **Content** (subject/concept) difficulty;

- **Stimulus** (question) difficulty;

- **Task** (process) difficulty;

- **Expected** response difficulty

The data sheet below served as the analysis tool used for the investigation. The meaning of each of the columns is explained directly below the example provided:

Table 6.3: Analysis tool used for the investigation							
Subject/ Programme:					**Date/Year:**		
C1	**C2**	**C3**	**C4**	**C5**	**C6**	**C7**	**C8**
Item	Max marks	Skill category (Annexure B: Table1)	Difficulty level (1,2,3 or 4)	Difficulty indicator (reason for difficulty) (Annexure C: Table 2) or IS	Combined skill category and difficulty level	Curriculum content covered	Comment on placement of item and suitability of questions
P1 - 3.1 B	5	IP	3	C	IP3	Tourism geography, attractions and travel trends	The content that the learners have to deal with is difficult to understand, because the learners have to apply various mathematical processes accurately.
TOTAL							

The data entered into the analysis tool can be interpreted as:

Column (C)	Explanation
C1 **Question number**	P1 = Phase 1 P2 = Phase 2 The number and/or the subsection of the question A - C = further sub-numbering system within a question to facilitate analysis
C2 **Marks**	the maximum mark allocated for the question
C3 **Skill type**	the skills required in the question. (Annexure B: Table1) CR = Cognitive reproductive skill RR = Reactive reproductive skill CP = Cognitive productive skill RP = Reactive productive skill PR = Psychomotor reproductive skill IR = Interactive reproductive skill PP = Psychomotor productive skill IP = Interactive productive skill

C4
Level of difficulty
	Difficulty level: 1 (Easy) represents simple and basic items;
	                        2 (Moderate) is for items of average difficulty,
	                        3 (Difficult) for difficult items involving more sophisticated competence,
	                        4 (Very difficult) for items which allow for A-grade learners

C5 **Source of difficulty**	The justification why a particular rating for each question or item have been awarded. C = Content difficulty S = Stimulus difficulty T = Task difficulty; ER = Expected response difficulty IS = Invalid source
C6	A combination of C3 and C4
C7	Identification of the content assessed in the question
C8	The team's justification/comment for the placement of item and suitability of questions

6.7 FINDINGS

After the completion of the analysis, the team studied the results to identify trends, patterns and the general standard of the PAT.

Technically, the evaluation team found the PAT layout to be systematic, logical and easy to navigate, which contributes to a clear understanding. It was found to be user friendly. Clear instructions for teachers and learners ensure ease of use of the PAT. The text is in a legible font, information is presented in tables with clearly numbered headings, mark allocation and page numbers. The language is pitched at the level of Grade 12 learners. The mark allocation corresponds with the cognitive demand of the questions.

6.7.1 The nature of the 2013 PAT

The evaluation team felt that the instructions in the PAT are too prescriptive and do not allow for creativity, innovation and self-expression. For example, [148] the tabular representation of the compulsory, rigid layout of the itinerary that all learners have to follow is presented in this way:

[148.] Doc 1, p.6

Table 6.4: Presentation of itinerary for the development of the 14-day Tour Plan in the CAPS													
The 14-day tour plan													
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
9 Jan	10 Jan	11 Jan	12 Jan	13 Jan	14 Jan	15 Jan	16 Jan	17 Jan	18 Jan	19 Jan	20 Jan	21 Jan	22 Jan
Arrive in Jhb	RR*	RR	RR / VF*	VF	VF	VF	Fly to ORT Int'l / Take inter-connecting flight to Dbn	Day at leisure in Durban	Cruise	Cruise	Cruise	Cruise	Fly to Jhb Departure to the Nether-lands
* RR – Rovos Rail			*** VF – Victoria Falls**										

As reflected in the table above, learners are given a pre-set format of the itinerary. The entire fourteen days are fixed and learners are not allowed to deviate at all. Should a learner deviate even slightly from this format, the learner is penalised.

The extract below[149] provides learners with clear instructions on how to respond to the question, by providing templates with examples. This practice effectively dumbs down the task to a technical paper chase instead of it being a practical task. When studying the item, the evaluation team felt that the examiners missed an opportunity to formulate a question that could be more cognitively demanding, suitable at Grade 12 level, by providing the same information in a different format.

Table 6.5: Extracts from the Tour Plan instructions				
2	Tour Plan			(20) marks
	Complete a ONE-page overview of the tour plan for fourteen days. A detailed explanation of the activities is **not required** for the tour plan. Use the termplate provided below.			
	Example:			
	Day and date	**Transport**	**Accommodation**	**Activities/Experiences**
	9 - 22 January	Rovos Rail	Luxury train (RR)	Luxury compartment on RR
3	Itinerary for the three days at Victoria Falls			(8 x 3 days = 24 marks)
	Draw up a **detailed** TIMED itinerary for the three days (days 5, 6, 7) at Victoria Falls. Describe in detail the activities/attractions/experiences for each of the three days. Start EACH day on a NEW page. Use the template provided below.			
	Example of the template for the THREE-day itinerary at Victoria Falls:			
	Day, date and day of the week	**Time**	**Daily activities**	**Additional Information per activity**	
		eg. starting time of activity 11.00 – 16.00	(Describe in detail the daily activities – TWO activities a day. Use the same activities selected in No 6 of Phase 1	Additional Information per activity State any other information that a tourist should be made aware of regarding the activity e.g. health and safety requirements, additional costs, dress code	
	(1)	(1)	(2 x 2 = 4)	(2)	**[8]**

[149]. Doc 1, p.10

A noticeable lack of opportunities in the current PAT format means that learners are unable to showcase a genuine understanding of the tourism industry, enhance their knowledge, skills and values, establish connections to life outside the classroom, address real world challenges, develop life skills and engage in their own learning.

Furthermore, the individual tasks within the PAT do not require or develop the necessary research skills such as:

- collecting, organising and analysing the information
- applying existing information to new context
- synthesising information
- problem solving
- critical thinking
- logical thinking
- writing

Examples that support these views are:

Administration and responsibilities: The role of the teacher

 "The school should provide resources. Learners (who) have access to additional resources may use them." [150]

Instructions to learners:

Flight information:

"Find a suitable return flight between Amsterdam and South Africa. Include a copy of the flight schedule and highlight the flights as proof of your research. Give the following information regarding the chosen flights.

- Type of aircraft (1)
- Flight number (1)
- Date and departure time from the Netherlands (1)
- Date and arrival time in South Africa. (1)"

In conclusion, the evaluation team found that all the above examples illustrate the rigidity of the instructions, the low expectation in terms of learners' responses and the limited opportunities to express their creativity and develop advanced writing skills.

[150.] Doc 1, p.3

6.7.2 Skills assessed and levels of difficulty

The table below summarises the nature of the skills found in the NCS 2013 PAT after analysis of each item.

Table 6.6: Skill categories of the 2013 PAT		
Skill category	**Marks**	**% of total**
CR= Cognitive reproductive skill	96	48%
CP= Cognitive productive skill	66	33%
PR= Psychomotor reproductive skill	2	1%
PP= Psychomotor productive skill	11	6%
RR= Reactive reproductive skill	0	0%
RP= Reactive productive skill	3	2%
IR= Interactive reproductive skill	0	0%
IP= Interactive productive skill	22	11%
Total	**200**	**100%**

The summary table above indicates that:

(a) 49% of the PAT requires reproduction (CR + PR), indicating that learners are mostly required to copy information directly from sources provided. By implication, a learner can obtain half the marks needed for quoting verbatim from a source.

(b) More than 80% of the PAT requires learners to rely on their cognitive ability only (CR +CP)

(c) Only 7% of the task requires psychomotor skills (PR + PP).

(d) Only 2 % of the skills required in the PAT assesses reactive productive ability (RR + RP).

(e) Only 11% of the skills required in the PAT assesses interactive skills (IR + IP).

The level of complexity and skills demanded of most of the items in the task cannot be considered an appropriate level at which a Grade 12 learner should perform.

All the requirements of a good practical assessment task as stipulated in the NCS require psychomotor productive skills to demonstrate practical abilities. Examples of psychomotor productive skills require learners to create, design, select, develop, make, operate, use and draw.

Based on the above, the team concluded that the PAT is far too theoretical (paper- and information-based) and does not give learners sufficient opportunities to demonstrate practical abilities. As a result, the 2013 NCS Practical Assessment Task is **not** regarded as a good example for future use and should be critically re-examined.

The graph on the following page indicates summarised the level of difficulty found in the 2013 PAT after the analysis of each item.

Figure 6.1: Level of difficulty of all items in the 2013 PAT
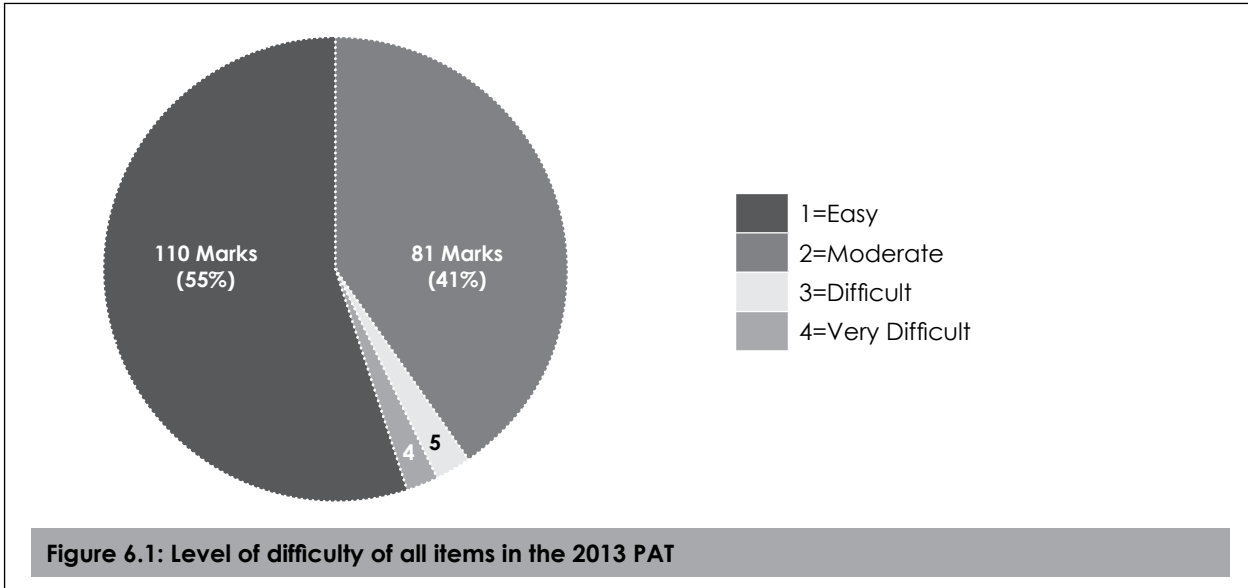
The graph above indicates that:

(a) 110 marks (55 %) of the items were found to be easy, with 41% of the marks (81) being regarded as moderately difficult.

(b) Only nine marks (5%) are pitched at a difficult to very difficult level.

The low levels of expected response is the biggest contributor to the easiness of the task, as demonstrated in the graph above. This supports the contention that the level of complexity of the PAT is not appropriate for Grade 12.

According to the SAG[151], all formal assessment tasks should comply with the following cognitive levels:

Table 6.7: Required and actual cognitive levels of the 2013 PAT		
Levels	Ideal Percentage (%)	Actual percentage (%)
Remembering	30	55
Understanding	20	41
Applying	30	3
Analysis Synthesis Evaluation	20	2

The bias of the PAT towards the less challenging cognitive demand is evident, when 96% of the questions require remembering knowledge and understanding.

The table below summarises the difficulty indicators and highlights the reasons for the level of difficulty.

[151.] Doc 2, p.12

Table 6.8: Combined skill category and difficulty level of the PAT					
Combined skill category and difficulty level	Marks /200	% of total	Combined skill category and difficulty level	Marks /200	% of total
Cognitive Reproductive/Easy (CR1)	84	42%	Reactive Reproductive/Easy (RR1)	0	0%
Cognitive Reproductive/Moderate (CR2)	12	6%	Reactive Reproductive/Moderate (RR2)	0	0%
Cognitive Reproductive/ Difficult (CR3)	0	0%	Reactive Reproductive/Difficult (RR3)	0	0%
Cognitive Reproductive/V difficult (CR4)	0	0%	Reactive Reproductive/V Difficult (RR4)	0	0%
Cognitive Productive/Easy (CP1)	0	0%	Reactive Productive/Easy (RP1)	0	0%
Cognitive Productive/Moderate (CP2)	66	33%	Reactive Productive/Moderate (RP2)	3	2%
Cognitive Productive/Difficult (CP3)	0	0%	Reactive Productive/ Difficult (RP3)	0	0%
Cognitive Productive/V Difficult (CP4)	0	0%	Reactive Productive/V Difficult (RP4)	0	0%
Cognitive skills	**162**	**75%**	**Reactive Skills**	**3**	**2%**
Psychomotor Reproductive/Easy (PR1)	**2**	**1%**	Interactive Reproductive/Easy (IR1)	**0**	**0%**
Psychomotor Reproductive/ Moderate (PR2)	**0**	**0%**	Interactive Reproductive/Moderate (IR2)	**0**	**0%**
Psychomotor Reproductive/Difficult (PR3)	**0**	**0%**	Interactive Reproductive/Difficult (IR3)	**0**	**0%**
Psychomotor Reproductive/V Difficult (PR4)	**0**	**0%**	Interactive Reproductive/V difficult (IR4)	**0**	**0%**
Psychomotor Productive/Easy (PP1)	**11**	**6%**	Interactive Productive/Easy (IP1)	**13**	**7%**
Psychomotor Productive/Moderate (PP2)	**0**	**0%**	Interactive Productive/ Moderate (IP2)	**0**	**0%**
Psychomotor Productive/Difficult (PP3)	**0**	**0%**	Interactive Productive/ Difficult (IP3)	**5**	**3%**
Psychomotor Productive/V difficult (PP4)	**0**	**0%**	Interactive Productive/V difficult (IP4)	**4**	**2%**
Psychomotor skills	**13**	**7%**	**Interactive skills**	**17**	**12%**

The table above indicates that:

(a) 75% of the marks in the items were found to fall into the cognitive skills category of which 42% can be regarded as easy questions and 39% as moderately difficult.

(b) All items belonging to the psychomotor skills category can be classified as easy.

(c) Only 2% of items fall into the reactive skills category.

(d) Only 12% of items fall into the interactive skills category.

Reactive skills require learners to react to stimuli, e.g. to collaborate, recommend, contribute, interpret, justify. **Interactive skills** require learner to interact with others to collaborate, consult, narrate, present, argue for, develop and explain, formulate new ideas, making judgements, negotiate, promote verbally and protest.

The table therefore demonstrates that the PAT has not been constructed according to the cognitive demands stipulated in the NCS and requires mere reproductive knowledge and skills.

At first reading, the task may seem to require an appropriate level of skills from the learner, but a more focused analysis into the difficulty level of these productive skills revealed that more than 96% of the skills demanded were either easy or moderately difficult.

Figure 6.2: 2013 PAT: difficulty indicator and reason
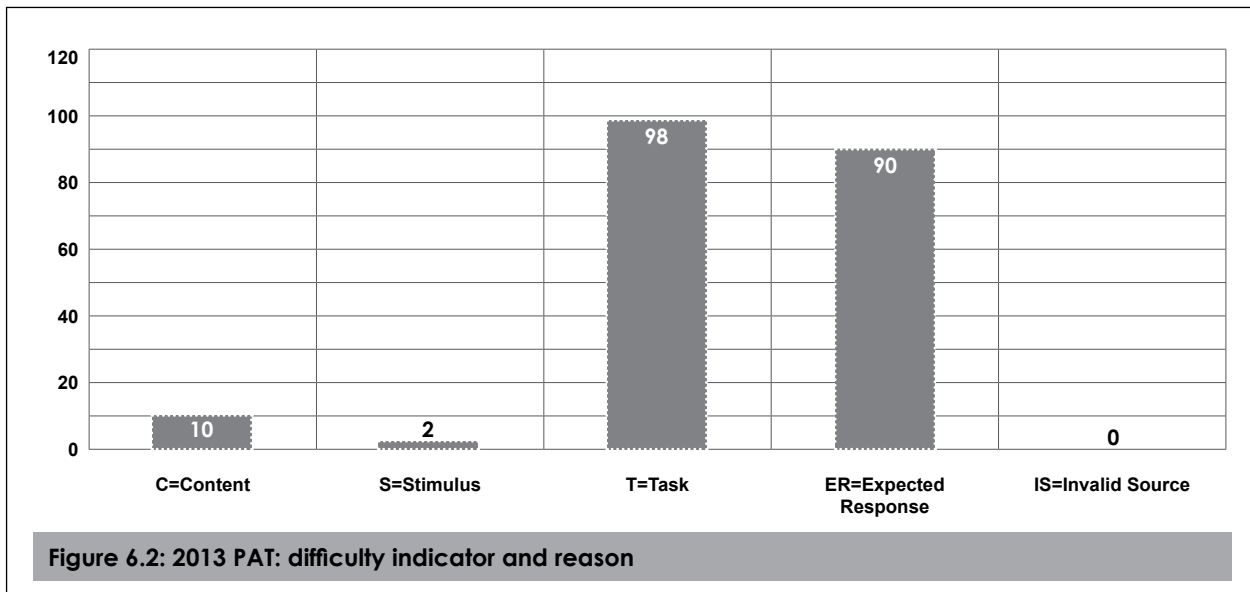
This graph effectively illustrates the reasons for the low difficulty level of the PAT. Based on the graph, the undemanding standard of the tasks (98 out of a possible 200 marks) coupled with the low level expectation in terms of expected learner responses (90 out of a possible 200 marks) make evident how unsuitable the PAT is for a culminating practical task that contributes 25% of a learner's final mark.

It should be noted in passing that no invalid sources of difficulty were found in the PAT. **Invalid sources** refer to the *unintended* testing of obscure or unimportant concepts or facts that are not/hardly mentioned in the curriculum, or which are unimportant to the curriculum learning objectives. It also refers to testing of advanced concepts that candidates are extremely unlikely to have had opportunities to learn. This finding implies that the PAT questions were formulated clearly, presented in a logical order, that sufficient time is allocated for the completion of the task and that no unfamiliar content was assessed.

In summing up its findings based on the results obtained from the analysis instrument, the evaluation team found that the NCS 2013 PAT is **not** a good example for future use and should be critically re-examined.

6.7.3 Assessment guidance

The team found that the PAT gives adequate detailed, specific, clear and comprehensive guidance to learners. However, the assessment guidance for teachers lacks clarity and allows for multiple interpretations which might result in different assessors reaching different conclusions.

The guidance provided to teachers is in the form of vague, one-line statements that would not help novice teachers in particular to make sound judgements. The majority of questions can only be accurately assessed by using a memorandum, which is in direct contradiction to the open-ended requirement stated in the SAG. The SAG requires that a PAT should be marked using rubrics and matrices, thus in an effort to meet the requirements, only vague descriptors are given for specific questions requiring a specific answer.

Another consequence of this practice, as observed by team members during moderation sessions, is that the inflated marks awarded by teachers are often adjusted downward by moderators. The PAT results are thus inconsistent because of the lack of specificity in the assessment instrument.

Several items in the PAT require teachers to compile a specific marking memorandum; however the team found no evidence of such an instruction to teachers. For example, in the PAT, phase 1, no 3.1 (p. 11) the requirement for baggage allowance is that a mark is allocated for "Hand luggage allowed correctly indicated ✓; Checked baggage correctly indicated ✓". Since learners were allowed to choose any airline, the teacher would need to compile a memorandum for all airlines servicing South Africa, as the information may vary.

So, from its findings, the evaluation team argued strongly that the PAT in its current format is a low-level desktop research task disguised as a practical task. Furthermore, this PAT cannot be considered a fair assessment based on the fact that it advantages learners with access to research material, well-resourced schools and economically privileged learners. The analysis proved that more than 80% of the task simply requires learners to copy directly from sources. Based on the collective experience of the evaluation team, who have since 2008 served as moderators at different levels, it is felt that economically advantaged learners achieve better PAT marks than their poorer counterparts. Thus, learners with limited or no access to resources continued to underperform, not because of their abilities, but as a result of the design features and requirements of the PAT in its current format.

The PAT cannot therefore be considered a fair, valid and authentic assessment based on the fact that it advantages learners with access to research material, learners in well-resourced schools and economically privileged learners, especially since the analysis shows that more than 80% of the task requires learners merely to copy from sources.

6.8 CONCLUDING REMARKS

Given the shortcomings highlighted by the investigation, the evaluation team suggests that to strengthen the quality and usefulness of the PAT, the PAT requires a major overhaul. Numerous elements such as considering and implementing its actual purpose, appropriate skills levels and a balanced cognitive demand required from Grade 12 learners will need to feature in its re-design.

Not only the nature of the task itself, but its contextual embedding needs consideration. The overall administration of the PAT, the inequalities in availability and quality of resources needed to complete the PAT, the content knowledge of teachers and their ability to assess accurately and fairly are but a few aspects that require strengthening.

While the PAT sets out clear guidelines for its administration including the responsibilities of teachers,[152] the observations of the evaluators during school visits and moderation visits at schools point to the varying levels of efficiency at which the PAT is administered. In the majority of schools, teachers give adequate guidance, support and assistance to learners to successfully complete the PAT. In other schools, learners are left to complete the PAT on their own, and in many instances, without access to resources. In short, if the PAT is to become a reliable instrument of assessment, its management will need to be much more consistent across schools, and monitored to ensure this is the case.

Unfair and inaccurate assessment by teachers due to lack of content knowledge and the vague assessment tool also points to the fact that the subject suffers from a lack of specialist teachers, and especially ones with knowledge, experience and insight into the industry.

Some further anecdotal evidence suggests that, in more privileged communities, learners and parents make use of professionals to complete the PAT. The results obtained in these PATs are exceptionally high and are in many instances not a true reflection of the performance and language abilities of the learner when compared to more authentic assessment done under controlled conditions. Schools and districts need to respond very strongly to any form of plagiarism, and the message needs to be very clear from the start that nothing but the child's own, authentic work will be marked. In addition, in some schools, teachers, school management teams, parents and some learners have come to regard the PAT as an "optional extra" which means that learners are simply not submitting PATs as part of their formal assessment. The consequence of the failure to submit the PAT is that the learner's NSC results are withheld. Every teacher, principal, learners and parent must be informed that the PAT forms 25% of the final mark in Grade 12 and is thus a part of the final examination,[153] and it must be dealt with accordingly in terms of its administration at school level.

6.9 RECOMMENDATIONS

To sum up, the evaluation team is of the opinion that the PAT in its current format is not appropriate, nor aligned with the original purpose of the practical component of the subject. The Practical Assessment Task is therefore **not** a good example for future use and should be critically re-examined immediately.

[152.] Doc 1, p.10
[153.] Doc 7, p.10

The team recommends that the practical component of the subject be re-worked as it falls far short of meeting the SAG requirements for a PAT, and by doing so to ensure a fair, valid and authentic assessment.

It is strongly recommended that the DBE investigates alternative assessment models to ensure the task meets the expected standard required from Grade 12 learners as set out below.

The evaluation team believes that the Practical Assessment Task should:

- be well-balanced in terms of opportunities for more psychomotor productive skills that would allow tourism learners to demonstrate their practical abilities;

- include opportunities to develop the necessary research skills such as collecting, organising and analysing information, applying existing information to new context, synthesizing information, problem solving, logical and critical thinking and advanced writing skills;

- allow for creativity, innovation and self-expression;

- be aligned to cognitive demand as set out in the CAPS;

- be monitored for consistency of administration, access to information and fair and accurate assessment;

- contain adequate, detailed, clear, specific and comprehensive assessment guidance that prevents multiple interpretations which result in inconsistent assessment;

- reflect the intended status of the PAT as a compulsory component of the formal end-of-the-year examination in tourism; and

- be set/designed by a recognised assessment body to ensure validity and reliability.

TOWARDS A REVISION FOR PRACTICAL ASSESSMENT PRACTICE

7.1 BACKGROUND

The findings and recommendations made in Chapter 6 were used as a departure point in this further investigation.

The aim of this investigation is to explore various international examples of practical tasks. The evaluation team read widely on a number of international examples. From its readings it identified three categories of practical approach:

- Practical projects – the development, management and evaluation of actual industry-related activities such as events, tours, meetings and conferences

- Industry workplace experience – learners placed in tourism businesses for a specific time period with the aim of exposing them to industry.

- Written practical task – application of curriculum content under examination conditions.

The evaluation team considered a number of examples of each of the categories above and identified the following as best representing each category:

- Practical projects: Cambridge A Level

- Industry Workplace Experience: British Columbia Level 12

- Written practical task: Assessment and Qualifications Alliance (AQA) A Level

As a point of departure, the evaluation team considered the status quo of the South African Tourism Practical Assessment Task (PAT) in order to contextualise the international research. The status quo was summarised in a SWOT analysis. This provided the lens through which the international examples were examined.

From this examination, the evaluation team provided an overview for each of the three examples chosen, followed by pointers for best practice which spoke to the SWOT analysis. From this, the evaluation team drew up a design grid for a tourism practical task in the South African context.

7.2 DOCUMENTS ANALYSED IN THIS SECTION

Table 7.1: List of documents analysed		
Document		**Footnote References**
1	Department of Basic Education. 2013. **Tourism Guidelines for Practical Assessment Task.** Pretoria.	Doc1
2	Department of Basic Education. 2008. **National Curriculum Statement Grades 10 -12 (General): Subject Assessment Guidelines – Tourism**. Pretoria.	Doc 2

Table 7.1: List of documents analysed (continued)		
Document		**Footnote References**
3	University of Cambridge. 2014. *Cambridge International AS and A Level Travel and Tourism syllabus (9395)*. Cambridge.	Doc 3
4	Ministry of Education, Province of British Columbia. 2006. *Tourism 11 and 12: Program Guide*. Victoria.	Doc 4
5	AQA (Assessment and Qualifications Alliance). 2013. *AQA - General Certificate of Education. Advanced Level Examination - Unit 9 Travel and Tourism: "People and Quality" January 2013*. Guildford.	Doc 5
6	AQA (Assessment and Qualifications Alliance). 2013. *AQA - General Certificate of Education. AS Level Examination - Unit 5 "Marketing in Travel and Tourism" (TT05), Preliminary material. January 2013*. Guildford.	Doc 6
7	AQA (Assessment and Qualifications Alliance). 2013. *AQA - General Certificate of Education. Advanced Level Examination - Unit 9 Travel and Tourism: "People and Quality": Marking Guidelines. January 2013.* Guildford.	Doc 7

7.3 SWOT ANALYSIS OF THE PRACTICAL ASSESSMENT TASK (PAT)

This analysis looks at the PAT: its present status quo is listed under the strengths and weaknesses. The opportunities and threats list external factors impacting on the status quo.

Table 7.2: SWOT analysis of the PAT	
STRENGTHS	**WEAKNESSES**
- Logically sequenced - User-friendly - Well-structured and clear - Clear instructions for teachers and learners - Relevant to the NCS - Questions scaffolded for learners - Suggested resource list provided for teachers	- Assessment guidance insufficient and not specific enough to ensure consistency - Inability of teachers to make assessment judgements results consistently - Task requirements too prescriptive to allow for learner creativity and innovation - Quality research skills are not developed - Psychomotor productive skills are not enhanced or assessed - Non-compliant with SAG requirements to: - showcase a learner's understanding of the tourism industry - enhance knowledge, skills and values - establish connections to life outside the classroom - address real world challenges - develop life skills - provide opportunities for learners to engage in their own learning

Table 7.2: SWOT analysis of the PAT (continued)	
OPPORTUNITIES	**THREATS**
• The possibility of a positive impact on the tourism industry and the country as a whole • Accessing the tourism industry/resources • Understanding the industry • Developing life skills/understanding of the world • Enhancing a learner's understanding of the tourism industry • Establishing connections to life outside the classroom • Addressing real world challenges • Developing life skills • Providing opportunities for learners to engage in their own learning • Developing advanced writing skills • Collecting, organising and analysing information • Applying existing information to a new context • Synthesising information • Problem solving • Critical thinking • Logical thinking	• Tourism teachers not being subject specialists • Industry practitioners excluded from the curriculum development process • Insufficient, vague and unclear policy guidance for the practical assessment task • Large numbers of learners • Continuing exponential growth of the subject • Misconceptions regarding the subject • Relative economic disadvantage, including deep rural areas with little access to workplaces • Little access to resources

7.4 TOWARDS A REVISION OF THE PAT - INTERNATIONAL EXAMPLES

Here follow the results of the evaluation team's investigations into the three practical assessment examples:

7.4.1 Cambridge AS and A Level

Paper 2:[154] Planning and managing a Travel and Tourism event is one of four papers required by the Cambridge A Level Tourism curriculum. It is a practical project that requires candidates to apply industry knowledge in planning, conducting and evaluating a travel and tourism event and comprises 25% of the final result.

Paper 2 draws on all the learning for Paper 1, namely, Features of the Industry; The Management and Development of Tourist Destinations, and The principles of Customer Service.

This project requires learners to demonstrate two of the central skills in travel and tourism, that is, essential business skills and customer service skills though undertaking the following activities:

[154.] Doc 2, p. 29

- Produce a business plan for a specific travel and tourism event

- Produce a record of their involvement in carrying out the event

- Evaluate their role in the event and the effectiveness of a team in achieving the event's objectives.

The curriculum allocates sixteen pages of guidance[155] to carry out this practical project. It provides the criteria for assessment together with detailed rubrics and clearly explains the teacher's role in guiding the learner. Assessing the project and moderating are also meticulously explained

The activities required of the learners are described in detail:

Table 7.3: Guidance for learners in carrying out the practical project.	
Stages in the event	**Notes for guidance**
Discuss the feasibility studies and select **one** event	Candidates need to select an appropriate type and size of travel and tourism event, which is within the capabilities of the group.
	They can do this by group discussion of the results of the feasibility studies.
	Candidates must record the discussion and decision making process (written, audio or video), e.g. candidates could record their presentations or tutors could complete witness statements for them.
	Tutors should guide the selection process to ensure the chosen event is suitable.
	It would be more vocationally relevant to involve external customers in the event, but some centres might want to hold internal events (e.g. a travel and tourism careers conference), which could be appropriate if candidates need to contact and make plans with representatives from the travel and tourism industry.
	Events could include a day trip to a visitor attraction for a local charity or school, an exchange visit with candidates from another country, an overseas visit by a group of candidates, or a promotional event for a new or existing travel or tourism product.

7.4.1.1 Pointers for best practice

The requirements for this project are **broad** enough to allow a learner to choose his/her own event linked to the travel and tourism programme, such as staging a conference, meeting or exhibition (with or without hospitality), delivering a guided tour or similar group activity or running a trip or other group venture.

The requirements for each of the stages are very **specifically** outlined for learners. The teacher guidance for guiding learners through every stage is very **specific**, covering six pages. The teacher guidance for assessing course work is equally **specific**, covering five pages.

[155.] Doc 2, pp.33-44

The rubrics provided for assessment are holistic, focusing on broad competency statements rather than atomistic detail. The performance indicators are very **clear** and **comprehensive**, allowing for **consistent judgement**. The performance indicators are indicated in bands and sub-bands to allocate specific marks:

Table 7.4 is an example of the holistic performance indicators provided for a business plan:[156]

Table 7.4: Holistic rubric for the knowledge component of a business plan	
Assessment Outcome 1 – demonstration of knowledge, skills and understanding (maximum 12 marks)	
The plan presented has details of the following aspects of the chosen event: • aims • objectives • customers • marketing • resource needs • team roles • staffing • timescales • legal requirements	**Mark Band 1 (1–4 marks)** • At the lower end (1 or 2 marks) the plan will have serious omissions and **three or more** of the listed aspects will **not** have been described or commented on. • At the upper end (3 or 4 marks), the plan may be unrealistic but it will incorporate some learning from other areas of study within travel and tourism.
	Mark Band 2 (5–8 marks) • At the lower end (5 or 6 marks), the plan has some omissions but only one or two of the listed aspects will not have been included and commented on. • At the upper end (7 or 8 marks), the overall plan will be realistic in terms of the event's management, showing knowledge and understanding of purpose and some relevant skills learnt from areas of study within travel and tourism.
	Mark Band 3 (9–12 marks) • At the lower end (9 or 10 marks), the plan presented provides clear details of all the listed aspects with no omissions. Furthermore the evidence presented will reflect the consideration of all aspects of the event's management. • At the upper end (11 or 12 marks) it will also show understanding of purpose, some application of relevant skills (financial, legal, marketing, risk assessment, customer service), understanding of team roles and functions. Timescales will be logical, achievable and realistic.

The evaluation team felt this holistic rubric is probably the most important pointer for best practice for the South African Tourism PAT.

The Cambridge AS and A Level practical project has four broad marking criteria[157] which require of the learners:

- Demonstration of knowledge, skills and understanding

- Application of knowledge, skills and understanding in terms of the candidate's contribution to planning, preparation and running the group project

- Evidence of analysis and research when assessing the feasibility of the selected group project and when managing the project

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156. Doc 2, p. 40
157. Doc 2, p. 39

- Evaluation and decision-making to make judgements, draw conclusions and make recommendations about key issues and problems

The Cambridge AS and A Level curriculum document provides a useful resource list[158] for the practical project:

Table 7.5: Resources for Practical Project	
The suggestions below are useful resources for delivering the course. They are neither prescriptive nor exhaustive, and teachers should encourage candidates to get information from a variety of sources.	
Books	J Allen, *The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events*, John Wiley and Sons, 2002, 047083188X
	P Appleby, *Organising a Conference: How to Run a Successful Event, How to books, 2005, 1845280644*
	G Bowden, *Events Management*, Butterworth-Heinemann Ltd, 2006, 0750665335
	T Rogers, *Conferences and Conventions: A Global Industry*, Butterworth Heinemann, 2003, 0750657472
Publications	Travel Trade Gazette **www.ttglive.com**
	Travel Weekly **www.travelweekly.co.uk**
Videos/CD ROM	Building the Perfect Team – Belbin's team theories (Video Arts)
	90-minute Work-out for Team Meetings (Video Arts)
	Team working Experiment (TV Choice)
	Team player (Video Arts)

7.4.2 British Columbia – Tourism Year 11 and 12

The Tourism 11 and 12 syllabi outline the purpose of Tourism 12, which is a four-credit, Applied Skills course at school leaving level:[159]

Learners in this course must have a chance to practise the required skills in the classroom and then use the learned skills in industry-sponsored work placements and/or the paid work environment.

Tourism 12 is thus viewed as the application/practical course and is intended to complete the preparation of graduates either for successful integration into employment or for transition to college programs.

To this end, a module entitled "Tourism Industry Experience" has been included in Tourism 12. This module should consist of approximately 30 hours of work placement. Recommended methods of fulfilling these outcomes include:

- a Work Experience placement (as described in the *Programme Guide for Ministry authorized Practical Workplace Experience*)[160] within the five recognised sectors of the tourism industry;

[158.] Doc 2, p. 47
[159.] Doc 4, p. 4
[160.] Program Guide for Ministry-Authorized Practical Workplace Experience. Ministry of Education Province of British Columbia, Victoria, 2009

- community-based functions which fit into the five recognized sectors of the industry (i.e. for instance charitable banquets or events) where learners work with local industry employers and/or professionals;

- school-based functions which fit into the five recognised industries of the sector (i.e., charitable banquets, convocation receptions, tournaments or other events) where learners work with local industry employers and/or professionals."

The overview for the Tourism Industry Experience states:[161]

Learners must be given the opportunity to practise and demonstrate their skills, attitudes, and tourism knowledge in workplace settings. In keeping with ministry Practical Workplace Experience, the goals for Tourism Industry Experience should help learners –

o *connect what they learn in the classroom with the skills, knowledge, and attitudes needed in the workplace;*

o *gain the knowledge, skills, and attitudes needed to be successful in the world of work;*

o *develop job readiness skills for specific occupations and careers;*

o *understand the similarities and differences in behaviour standards between the workplace and school.*

Teachers determine the actual assessment criteria and measurement activities.

Common assessment measures used in Practical Workplace Experience include:

- learner activity logs
- employability skills performance scales
- portfolios
- occupation-specific performance scales
- employer evaluations
- learner self-assessments
- written reports

- learner projects or products
- oral presentations
- reflective journals
- résumé and interview skills demonstrations
- learner learning logs
- learner training plans[162]

7.4.2.1 Pointers for best practice

The Tourism Industry Experience Programme is governed by a **ministerial document:** *Programme Guide for Ministry-Authorized Practical Workplace Experience*,[163] which sets out the standards for ministry-authorized Practical Workplace Experience.

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161. Doc 4, p.38
162. Program Guide for Ministry-Authorized Work Experience Courses. Ministry of Education Province of British Columbia, Victoria, 2009
163. Ibid.

The guide sets the framework for industry experience, including –

- Rationale and goals for Practical Workplace Experience
- Preparing Learners for Practical Workplace Experience
- Considerations for placing learners in work experience
- Workplace Safety
- Standards for ministry Practical Workplace Experience
- Standards for Monitoring Learners on Work Experience
- Standards for Assessing and Evaluating Learners on Work Experience
- Standards for Employers or Work Site Supervisors and Teachers in Relation to Work Experience Placements
- Prescribed Learning Outcomes
- Education and Career Planning
- Suggested Achievement Indicators

In addition, the British Columbian Ministry of Education outlines in its School Act how Tourism Industry Experience shall be conducted.[164] This ensures that learners are protected by the Workers Compensation Act. Agreements are signed to this effect by the Ministry of Education, the employer, the learner and the learner's parent.

The Ministry of Education understands the role and importance of industry experience and has legislated guidelines to this end. It thus has clearly delineated the roles for all involved and who need to form contractual agreements. The information includes training plan templates that set out a description of the nature of the work, duties and tasks to be performed by the learner during workplace experience, together with observation-based assessment.

Consequently the Tourism Industry Experience Programme Guide gives clear Learning Outcomes coupled to achievement indicators:[165]

Table 7.6: Learning Outcomes and Achievement Indicators for Tourism Industry Experience	
Prescribed Learning Outcomes	**Suggested Achievement Indicators**
Demonstrate the transferable skills required of the tourism professional	• demonstrate responsibility, including – accountability for actions – punctuality – managing risk – maintaining clean, tidy, and organized work environment • demonstrate adaptability, including – being responsive to change

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164. Work Experience Ministerial Order Authority: School Act, section 168 (2) (a) Ministerial Order 282/04 (M282/04) Effective July 21, 2004 Amended by M226/07 Effective September 2, 2007 Orders of the Minister of Education
165. Doc 4, p. 39

Table 7.6: Learning Outcomes and Achievement Indicators for Tourism Industry Experience (continued)	
Prescribed Learning Outcomes	**Suggested Achievement Indicators**

	– learning from mistakes
	    – multi-tasking
	    – stress management
	• show a willingness to learn continuously
	• demonstrate communication skills, including
	    – reading
	    – writing
	    – verbal/speaking skills
	    – listening
	    – nonverbal communication skills
	    – presentation skills
	    – communication tools (e.g., telephone, e-mail, logbook)
	• demonstrate computer skills, including industry software
	• perform tasks requiring numeracy skills, including
	    – customer payments
	    – inventory control
	• manage information skills
	• use teamwork skills
	• serve customers with special needs

Apply the thinking skills of decision-making and problem-solving in the workplace	• describe decisions made within area of authority

The evaluation team felt this overarching legislative and guideline structure from the ministry, together with the clear description of outcomes and performance indicators, should be emulated in South Africa. This would assist in the planning and assessment of the South African Tourism PAT.

7.4.3 AQA (Assessment and Qualifications Alliance) - AS and A Level:

AQA was formed in 2000 when a number of awarding bodies merged to offer academic qualifications for 14 to19 year-olds in the UK. These qualifications are taught in most secondary schools and colleges in England, Wales and Northern Ireland. Approximately half of all GCSEs and A levels written in England are set and assessed by AQA. AQA qualifications are also internationally recognised and are taught in 30 countries around the world.

The practical component for the AS and A Level Tourism examinations is introduced by basing the papers on "preparatory folders" which contain case studies upon which the questions are based in the formal written examinations.

In the examination for Unit 9 Travel and Tourism – People and Quality (TT09), the learners are required to compile their own preparatory folders of case studies which they submit four days before the examination to the invigilator.

The examination instructions[166] to this effect are:

Table7.7: Examination instructions for Unit 9 Travel and Tourism – People and Quality
To be conducted between Monday 7 January 2013 and Friday 18 January 2013
Time allowed • 4 sessions of 1 hour 30 minutes each • The maximum mark for this paper is 80.
PREPARATORY FOLDERS MUST BE HANDED IN BY FRIDAY 4 JANUARY 2013 **FOR RELEASE TO CANDIDATES FROM MONDAY 7 JANUARY 2013**
Instructions • No materials from your preparatory folder are to be stuck into your answer books. • *Your preparatory folder will be returned to you at the start and collected in at the end of each examination session.*

The paper can be written in multiple sessions over eleven days or as one 6 hour paper.

In the examination for Unit 5 Marketing in Travel and Tourism (TT05), the learners are provided with preparatory folders of case studies.

The preliminary material instructions[167] to this effect are:

Table 7.8: Preliminary material instructions for Unit 5: Marketing in Travel and Tourism
Preliminary material
To be issued to candidates on or after 1 May 2012
Instructions • This material **must** be kept unmarked for use in the forthcoming examination. • You **must** take this material with you into the examination. • Do **not** contact the destinations and facilities mentioned in this material for more information.
Advice
You should read the information contained in this booklet and become familiar with the data provided.

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166. Doc 5, p.1
167. Doc 6, p.1

The instructions for this examination are:

Table 7.9: Examination instructions for Unit 5: Marketing in Travel and Tourism
Tuesday 22 May 2012 1.30 pm to 3.30 pm
Time allowed   2 hours
The maximum mark for this paper is 90.

In other words, the learners have three weeks to familiarise themselves with the preliminary material before they write the examination. The paper is written in one session of two hours. As in the Cambridge examination, the AQA rubrics provided for assessment are also holistic, focusing on broad competency statements rather than small details. The performance indicators are very **clear** and **comprehensive** allowing for **consistent judgement**. It can be assumed that the AQA uses experienced markers able to interpret the rubrics as a whole, and that moderation processes ensure consistency of standard across markers. The performance indicators are indicated in bands and sub-bands to allocate specific marks:

Table 7.10 below is an example of the holistic performance indicators for AQA Travel and Tourism subjects. [168]

Table 7.10: Marking guidelines for Unit 9 Travel and Tourism – People and Quality (TT09)
Levels Marking – General Criteria
The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are:
Level 1 The answer is basic.
• Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
• Understanding is shown, but this may be partial or superficial.
• Simple skills are shown, but the candidate struggles with more complex skills.
• Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
• There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.
Level 2 The answer is clear.
• Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
• Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
• Competent skill levels are shown, and the candidate uses some more complex skills.
• Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.

[168.] Doc 7, p. 40

- There is reference to the vocational aspects of the course, and the answer shows a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

Level 3 The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills.
- Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.
- There is reference to the vocational aspects of the course, and the answer shows a detailed understanding of the needs of the working situations that are discussed.
- The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

These performance indicators are contextualised for each question by indicating the expected response required and assigning a mark allocation:[169]

Question	Expected Response Assessment Evidence Criteria – AO1, AO3	Mark allocation
	Table 7.11: Marking guidelines for Unit 9 Travel and Tourism – People and Quality (TT09) Question 10	
10	**Analyse how recent changes in legislation have affected the travel and tourism industry.** The phrase "recent changes in legislation" has been used in previous TT09 papers and never caused any problems or confusion; "recent" does not refer to a particular number of years but to "the most recent" in any area, even the ones not covered by the spec (smoking bans in restaurants, for instance).	
	Level 1 – Basic At level 1, some basic points are made, with references to pieces of legislation that may be described at length. There are some limited references to the operational impacts of the legislation. Within level 1, details about legislation enable candidates to score higher. Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.	1-4
	Level 2 – Clear At level 2, the impacts are clearly presented (they may be positive or negative) i.e. candidates establish links between the (new, recent, updated) legislation and organisations in the travel and tourism industry. Within level 2, details of impacts enable candidates to score higher.	5-8

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169. Doc 2, p. 13

Table 7.11: Marking guidelines for Unit 9 Travel and Tourism – People and Quality (TT09) Question 10 (continued)		
Question	**Expected Response Assessment Evidence Criteria – AO1, AO3**	**Mark allocation**
	Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.	
	Level 3 – Detailed	9-12
	Level 3 answers are not only written as an analysis (linking legislation and impacts) but they examine the notion of change (e.g. comparing the situation before and after the new legislation). The best candidates within level 3 may demonstrate their understanding of the underpinning politics, emphasising how the travel and tourism industry is a highly regulated environment, with some legislation affecting the whole industry, whilst others are sector-specific.	
	Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.	

7.4.3.1 Pointers for best practice

The use of preliminary material as used in the AQA AS and A Level papers analysed above, is a useful way of giving learners an opportunity to apply their knowledge and theory to a practical case study.

Learners have up to three weeks to read, understand and analyse the preliminary material provided or collected.

The one examination studied[170] offered a choice of one examination sitting of six hours or four examination sittings of 1½ hours each.

The use of holistic rubrics in three bands of performance indicators contextualised for each question with mark allocations for each band are a useful way to ensure consistent judgment.

The South African Tourism Practical Assessment Task (PAT) could be written under examination conditions as in the AQA examples. In the same manner, the PAT could require preliminary reading and preparation, either given to the learners by the examiner or collected by the learners as preparation for practical application.

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170. Doc 2, p. 13.

7.5 RECOMMENDATIONS

In the light of this investigation and considering the South African context, the evaluation team has couched its recommendations in the form of a design grid for the Tourism PAT.

The evaluation team envisages this grid being the benchmark by which all future design and development of the PAT will be measured:

	Table 7.12: Benchmarking grid for the development of all PATs.	
No	**Considerations**	**Comments**
1	The requirements for the PAT must be **broad** enough to allow a learner to produce his/her own evidence linked to the tourism programme.	
2	The requirements for the stages of the PAT must very **specifically** outlined for learners.	If the PAT is completed over a period of time, the instructions for learners must be accompanied by clear, explanatory notes. (See Table 4.15)
3	The teacher guidance for assisting learners through every stage of the PAT must be very **specific**.	In view of the exponential growth of the subject and new and inexperienced teachers being appointed and if the PAT is completed over a period of time, the instructions for teachers must be accompanied by clear, explanatory notes.
4	The teacher guidance for assessing the PAT must be equally **specific**.	
5	Rather than the present atomistic marking memoranda, more holistic rubrics must be provided for assessment, focusing on broad competency statements rather than atomistic detail. The performance indicators must be very **clear** and **comprehensive** allowing for **consistent judgements.**	
6	The PAT should assess a broad range of competencies such as: • Demonstration of knowledge, skills and understanding • Application of knowledge, skills and understanding in aspects such as planning and preparation of a project • Evidence of analysis and research applied to a practical task • Evaluation and decision-making to make judgements, draw conclusions and make recommendations	
7	The PAT should provide a resource list	This is particularly important as learners must find resources or if this is done in stages.

8	The Department of Basic Education should set out the standards for Practical Workplace Experience such as: • Rationale and goals for Practical Workplace Experience • Preparing Learners for Practical Workplace Experience • Considerations for Placing Learners in Work Experience • Workplace Safety • Standards for Practical Workplace Experience • Standards for Monitoring Learners on Workplace Experience • Standards for Assessing and Evaluating Learners on Workplace Experience • Standards for Employers or Work Site Supervisors and Teachers in Relation to Workplace Experience Placements • Prescribed Learning Outcomes • Education and Career Planning • Suggested Achievement Indicators	If the PAT takes the format of Practical Workplace Experience, the Department of Basic Education in conjunction with relevant departments, should develop a comprehensive legal framework to govern the process and protect its integrity. This will ensure that learners are protected by the Workman's Compensation Act. Agreements must be signed to this effect by the Department of Basic Education, the employer, the learner and the learner's parent.
9	The learners should receive preliminary material at least three weeks before a written PAT examination to use during the examination as case studies and/or reference material.	This applies, should the PAT take the form of a written paper under examination conditions. This will be a useful way of getting learners to apply theory to a practical case study. Learners will have time to read, comprehend and analyse the preliminary material provided. Depending on the size and scale of the written PAT, consideration should be given to spreading the one sitting over a number of separate sittings.
10	The PAT must be made compliant with the present SAG requirements and should: • showcase a learner's understanding of the tourism industry • enhance knowledge, skills and values • establish connections to life outside the classroom • address real world challenges • develop life skills • provide opportunities for learners to engage in their own learning	

7.6 THE WAY FORWARD

In view of the recommendations above, the evaluation team recommends that the PAT in its current form be critically re-examined in order to improve its format and functionality to decide whether or not it should be:

- A practical project completed over time and/or

- Industry Workplace Experience and/or

- A practical task written under examination conditions

To this end, a team consisting of subject and curriculum development experts should be constituted.

It is strongly recommended that the Department of Basic Education develop a clear overarching policy guideline, setting out requirements for all subjects with a practical component.

Practical Workplace Experience in industry can be undertaken **only** once enabling legislation and policies developed by the Department of Basic Education in consultation with other relevant departments and tourism and hospitality industry, has been put in place. Whatever decision the Department of Basic Education makes with regard to changes in the format of the Tourism PAT, implementation should be preceded by proper piloting and sufficient lead time for teacher training and incremental introduction from Grade 10.

CHAPTER 8

CORE FINDINGS AND RECOMMENDATIONS

Firstly, the evaluation team found that the CAPS is an improvement on the NCS as the curriculum and assessment policies and practices are consolidated in one document, allowing for a greater degree of user-friendliness. This document has gone a long way towards addressing the complexities and confusion created by curriculum and assessment policy vagueness and lack of specification, document proliferation and misinterpretation. The greater level of specification in the CAPS, as opposed to the NCS, is helpful for guiding teachers who do not have a strong tourism knowledge base or teaching expertise in the subject. In addition, the CAPS gives very detailed Annual Teaching Plans which will assist teachers in their lesson planning and delivery.

Secondly, the evaluation team felt strongly that, with the three developments of the tourism curriculum over time, from the original Standard Grade Travel and Tourism, to the NCS Tourism, and now to the CAPS for Tourism, the focus of tourism has been lost over time. What are the aims of tourism? To prepare learners for the industry? To prepare learners for tertiary study? The general and subject-specific aims in the CAPS do not make this clear. In addition, the CAPS content is *not* consistent with the aims expressed at the start of the document. The general aims of the South African curriculum have not found their way into the curriculum content of the nine tourism topics. Thus, for example, the evaluation team could not find clear evidence of "high knowledge and high skills" as articulated on p. 4 of the CAPS. Nor is there evidence of "active and critical learning" or "progression in content and context from simple to complex" to be found across the nine topics, as articulated as general aims of the CAPS. Furthermore, the specific aims of Tourism on p. 8 of the CAPS document are not aims at all, but rather a set of topics.

By contrast, the evaluation team noted the clear overarching aim of the British Columbian Tourism programme: to develop the knowledge, skills, attitudes and values required for specific occupations in the various tourism sectors/sub-sectors. Workplace practice in a working environment forms part of the final assessment which, by definition, necessitates consultation with local industry before the elective can be offered in any given province/region or community. Entrepreneurship is one of these electives. This approach, which includes electives for specialisation, provides for articulation and smoother transition to either higher education and/or the workplace.

The **Passport to the World** curriculum also has an industry-based focus: it aims to expose learners to industry in the form of job-shadowing and experiential learning. In doing so, it places strong emphasis on self-reflection.

Similarly, the **Cambridge AS and A Level** curriculum has a practical project requiring candidates to apply industry knowledge in the planning, conducting and evaluating of a travel and tourism event. This project requires demonstration of two of the central skills in travel and tourism: demonstrating essential business and customer service skills.

On the other hand, the CAPS document has downgraded the service element by reducing Customer Care and Communication to only 8% of the total Grade 10 – 12 curriculum (from the previous 27% in the NCS). This reduction fails to reflect Tourism as

one of the set of Services Subjects to which it belongs. More will be said about this below under the consideration of the Practical Assessment Task.

RECOMMENDATION 1: RENEWED FOCUS

The overarching and specific aims of Tourism as a school subject in the FET sector need redefining, taking into account the general aims of the South African curriculum. Cognisance must also be taken of the fact that there are now three National Certificate (Vocational) qualifications in Tourism offered at FET Colleges.

All stakeholders in tourism – the Department of Tourism, the Department of Basic Education, the Department of Higher Education and Training, higher education institutions offering Tourism (including universities of technology and private training providers), the tourism industry, CATHSSETA, FET Colleges and school teachers in the field – must be brought together to arrive at a strong and relevant set of aims for the Tourism curriculum.

This stakeholder team must answer at least the following questions in its deliberations:

• How does Grade 10 – 12 Tourism fit into the broader education and training landscape in the country?

• How should Grade 12 Tourism articulate with higher education and the tourism industry?

• What unique learning does it / should it bring to education and training landscape?

• Who is the expected learner whom we wish to see emerge from Grade 12?

The deliberations of this stakeholder team should be the starting point for the re-writing of the curriculum as recommended below.

RECOMMENDATION 2: CENTRALITY OF SERVICE EXCELLENCE

Whatever the conclusions arrived at by the above stakeholder team, the centrality of service excellence in tourism must be re-affirmed in the re-written curriculum, not merely as an academic construct, but rather as active, practical demonstration with a strong element of learner reflexivity – especially as service excellence is considered pivotal in industry.

Thirdly, the evaluation team found clear evidence from the evaluation that the NCS is framed strongly in a spiral curriculum design with a learner-centred approach underpinning the teaching methodology. In the CAPS, the focus has

shifted to a syllabus-type curriculum, very loosely embedded in an instrumental theoretical frame and with a teacher-centred approach assumed as the teaching methodology, but with no reference to the role of the teacher as such. Another major shift is from Assessment Standards and Learning Outcomes as the organising principle in the NCS to content that is organised in topics and themes in the CAPS. The team felt that the Tourism curriculum has been considerably weakened by the ordering of and the superficial divisions between the nine topics (some of which should be sub-topics of one another) in the CAPS document. The CAPS tends to fragment the learning experience and fails to promote the synthesis of concepts. This in turn impedes learners' ability to see tourism as an integrated system.

The evaluation team expresses its concern at the increase in the breadth of the CAPS document from the NCS, and the concomitant decrease in depth, particularly with regard to higher cognitive levels and academic skills. This view is supported by the evaluation team's analysis of the content, skills, competencies and the kinds of thinking expected by the topics in the CAPS document at Grade 12 level, i.e. the expected level of learner attainment at exit level. In the evaluation team's opinion, higher order skills – evaluating and creating – are largely absent from the Grade 12 curriculum (with the notable exception of the development of a tour plan).

By contrast, the Cambridge AS and A Level curriculum is conceptualised with regard to six overarching, holistic topics:

- Features of the industry
- Management and development of tourist destinations
- Planning and managing a travel and tourism event
- Principles of customer service
- International, business and leisure travel services
- Specialised tourism

The flow from topic to topic is clearly discernible. Moreover, the smaller number of topics allows for a greater exploration of depth within each.

In addition, the assessment objectives articulated in the Cambridge AS and A Level curriculum indicate the range of thinking (and particularly higher order thinking) required of learners in the four examinations:

- Demonstration of knowledge, understanding and skills;
- Application of knowledge, understanding and skills;
- Analysis and research;
- Evaluation and decision-making.

RECOMMENDATION 3: CURRICULUM DESIGN BEFORE CURRICULUM DEVELOPMENT

The evaluation team strongly recommends that in the next curriculum revision, curriculum designers as well as curriculum development experts should be included in the revision teams, working together with content specialists. Curriculum design experts would be able to provide guidance pertaining to the theoretical framing of the curriculum. Besides the framing of the curriculum, designers would also be able to give direction regarding the impact of a chosen approach, how an organising principle might impact on pedagogy, the role of the teacher and learner as well as the pacing and sequencing of content. The framing will have to include reflecting on the rationale and the purpose of the subject in the broader South African context. Once the framing is in place, the development of the curriculum will support the delivery of the content of Tourism in the classroom.

The evaluation team recommends the re-writing of the CAPS Tourism document with fewer topics covered in greater depth, requiring higher order cognitive thinking over all three grades, and in particular at Grade 12 level. This will allow the evaluative investigation previously required in the NCS to be returned to the CAPS at Grade 12 level – particularly if this subject is to have credibility at tertiary level.

The spiral curriculum of the original NCS document should be revisited. That curriculum was conceptualised as four integrated organisers that facilitated more holistic conceptual thinking, rather than the superficial and fragmented reproduction of facts.

The Cambridge AS and A Level curriculum design is instructive.

The recommended re-writing must also deal with the internal inconsistencies of the CAPS document.

Fourthly, the evaluation team noted that Entrepreneurship, while present in Grade 11, does not feature in the rest of the curriculum. This topic, together with service excellence, is sadly treated as an academic construct.

Both the National Department of Tourism and the tourism industry prioritise these skills in a variety of national and specific programmes. Since these respond to the economic imperatives of the country, a learner exiting from a high school Tourism curriculum should have had opportunities for developing these skills.

RECOMMENDATION 4: ENTREPRENEURSHIP FOCUS

In line with the call for less breadth and greater depth above, entrepreneurship, which is such a strong feature in the tourism industry, should feature incrementally in all three grades culminating in the practice of actual entrepreneurship skills which

could be coupled with marketing skills and service excellence. The evaluation team believes that this will provide the practical component so lacking in the present CAPS document.

Fifthly, the evaluation team noted the absence of action verbs in the teaching plans of the CAPS document. The team pointed out that these crucial words assist teachers in determining the best methodology and assessment practices to use; they guide learners in their learning and they indicate the cognitive levels at which the subject matter and skills must be pitched.

In this regard, the evaluation team noted that the present three levels of cognitive ability in the CAPS document (rather than the six as outlined by Benjamin Bloom) present problems: a teacher may, with more than one cognitive level per category (i.e. analysing, evaluating and creating) assess only the lower level skill (i.e. analysing), ignoring the two higher levels skills in the same band. Moreover, teachers and examiners will differ in their apportioning of marks to different skills in a category. This also presents problems in the design of the final examination at national level.

RECOMMENDATION 5: DEVELOP THE FULL RANGE OF THINKING SKILLS

In the re-writing of the CAPS Tourism curriculum, the content must be accompanied by action verbs, spanning the full range of Bloom's Taxonomy in order to assist teachers, learners and examiners. These should be accompanied by suggestions for teaching strategies and assessment tasks for the content, to assist teachers. In addition, teachers should also be helped with suggested resources for each content unit in the CAPS document.

The Practical Assessment Task (PAT)

The evaluation team found the layout of the PAT to be systematic, logical and easy to use. The user-friendly layout contributes to a clear understanding and orientation. Clear instructions for teachers and learners are provided that ensure ease of use. All content assessed was found to be relevant to the NCS. The mark allocation corresponds with the cognitive demand of each question. The format contributes to the overall user-friendliness of the PAT.

The text is in a legible font, information is presented in tables with clear, numbered headings, mark allocation and page numbers. The language is pitched at the level of Grade 12 learners. Questions are clearly formulated and follow a logical sequence.

However, the evaluation team is of the opinion that the PAT does not fulfil the aims and purposes as set out in the Subject Assessment Guidelines. Moreover, it believes that it is difficult to achieve these aims in the absence of any real practical components in the PAT document.

The team concluded that the PAT is far too theoretical and does not give learners sufficient opportunities to demonstrate their practical abilities. The PAT in its current format is merely low-level desktop research disguised as a practical assessment task.

RECOMMENDATION 6: ADDRESS PAT DESIGN AND IMPLEMENTATION ISSUES

The evaluation team suggests that to strengthen the quality and usefulness of the PAT, the DBE reviews the structure, the design features and the requirements of the PAT to include elements such as appropriate skills levels and a balanced cognitive demand which can reasonably be required of Grade 12 learners.

To this end, a team consisting of subject and curriculum development experts should be constituted. The deliberations of the stakeholder team outlined in Recommendation 1 above should inform this review.

A cosmetic make-over of the PAT will **not** address the difficulties and challenges experienced with other dimensions of the PAT: the content and nature of the subject, as well as the overall administration of the PAT, the inequalities in availability and quality of resources needed to complete the PAT, the content knowledge of teachers and their ability to assess accurately and fairly need to be considered in this review.

Whatever decision the Department of Basic Education makes with regard to changes in the format of the Tourism PAT, implementation should be preceded by proper piloting and sufficient lead time for teacher training and incremental introduction from Grade 10.

In its review of international examples to inform a re-conceptualisation of the Tourism PAT, the evaluation team identified three categories of practical approaches:

1. Practical projects: Cambridge A Level

2. Industry Workplace Experience: British Columbia Level 12

3. Written practical task: Assessment and Qualifications Alliance A Level

Pointers for best practice from each of the above case studies are outlined in **Chapter 5** above.

The evaluation team did not recommend any one of these approaches to practical assessment specifically. Instead, it compiled a design grid for the creation of an appropriate, fair, manageable, integrated, valid, authentic, systematic, transparent, reliable assessment, which gathers sufficient evidence of learners' practical competence, integrated into the curriculum and which can be assessed consistently.

RECOMMENDATION 7: A NEW POLICY GUIDELINE FOR THE ASSESSMENT OF PRACTICAL SUBJECTS

It is strongly recommended that the Department of Basic Education develops a clear overarching policy guideline setting out the requirements for all subjects with a practical component.

To this end, the evaluation team has proposed a design grid for practical assessment tasks.

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INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT)

Table A: Framework for thinking and skills application based on skill categories		
	Reproductive skills Simple reflexive, repetitive activities linked to standard procedures based on knowledge. (Skills linked with remembering knowledge, understanding and application)	**Productive skills** Complex opinion-based ideas, strategy-based, creative and planning skills; proper application in new, unfamiliar situations; Find new solutions for problems (skills linked to analysing, evaluating and synthesizing)
Categories	**Action Verbs**	**Action Verbs**
Cognitive skills	Allocate Apply in familiar contexts Code/coding Calculate Control Compare Decide on Describe Prepare Read from Register Set up Search for Test Write out receipt	Adapt Analyse Apply in novel contexts Apply according to criteria Calculate cost Change and apply in new form Combine Compare (rate, levy, fee) Compile e.g. questionnaire Conclude Co-ordinate Critique Deduct Determine quality, layout, efficiency, sequence Design Evaluate Estimate Formulate Generalise and apply in novel context Interpret Investigate possibilities Identify problematic areas Judge Plan e.g. event, marketing Prove Recommend Relate Report Search suitable applications (recipes, menus, etc.) Set a menu Solve the problem Suggest Summarise main ideas
Psychomotor skills	Apply techniques (piping, icing) Bake Carry serving trays Clean and wipe Collect equipment Demonstrate working of equipment Display preparation techniques Dish up Drill Follow instructions Gather e.g. material, ingredients	Bind e.g. books Create e.g. food art Decorate according to theme Design (information booklet; advertisement) Develop a form; new application Do layout Draw Making e.g. paper/material shapes, three-dimensional solids Manufacture

Table A: Framework for thinking and skills application based on skill categories (continued)		
Categories	**Action Verbs**	**Action Verbs**
	Man a counter Maintain apparatus /machines/equipment Make Mend Pack Paste e.g. pictures Prepare Service Tidy up workspaces Use equipment (blender, deep fryer, for example) Use ready-made ingredients Whisk	Operate a system e.g. ticketing Prepare a dish Repair (after determining problem) Select ingredients Set up exhibition Shape e.g. dough Stock pantry Sketch Take photographs according to specifications Test capacity Typing a report format; itinerary; Use technology, equipment, apparatus
Reactive skills (react to stimulus)	Accept Collaborate with Confirm Contribute to Extend service Find acceptable Recommend	Create acceptability Ensure service delivery Interpret case study or scenario Prioritise Prompt reaction Recommend with justification
Interactive skills	Ask questions Agree to Collaborate Consent Consult Discuss Explain Narrate Present Welcome guests	Argue for Convert into Convey message Correspond in particular ..... Decide on applicability Develop and explain strategy Formulate new ideas Initiate change Justify argument Liaise Making judgements Motivate for/against Negotiate Promote verbally Protest Provide advice Reason for Select and provide information Verbalise preferences

THE FOUR-CATEGORY FRAMEWORK FOR THINKING ABOUT QUESTION DIFFICULTY

Table B: Framework for thinking about question difficulty
(Adapted from Umalusi [2012] and Leong [2006])
1. CONTENT DIFFICULTY (C)
Content difficulty indexes the difficulty in the subject matter, topic or conceptual knowledge assessed or required. In this judgement of the item/question, difficulty exists in the **academic demands** that questions make and/or the various "elements" of domain/subject knowledge (facts, concepts, principles and procedures associated with the subject).

For example (Valid sources/indicators):

Questions that assess *"basic content"* or subject knowledge a candidate would have learnt at lower grade levels, and which would be familiar to them and unlikely to pose too much of a challenge to most candidates, are usually easier. Questions involving only **concrete objects or phenomena** are usually easier than those that involve more abstract constructs or ideas. Questions that are contextualized and general everyday knowledge are often easier than those that are not.

Questions that assess subject knowledge which forms part of the core curriculum for the grade are likely to be moderately difficult for most candidates.

Questions that assess *"advanced content"*, that is, subject knowledge that is considered to be in advance of the grade level curriculum, are likely to be difficult for most candidates. Questions which assess learners' understanding of theoretical issues or de-contextualised topics, rather than their knowledge of specific examples tend to be more difficult.

Content difficulty may also be varied by changing **the number of knowledge elements assessed**. Generally the difficulty of a question increases with the number of knowledge elements assessed. Questions that assess learners on two or more knowledge elements are usually (but not always) more difficult than those that assess a single knowledge element.

Assessing candidates on **a combination of knowledge elements that are seldom combined** usually increases the level of difficulty.

EXAMPLES OF INVALID SOURCES (INDICATORS) OF CONTENT DIFFICULTY

Note that these sources are unintended

- Testing obscure or unimportant concepts or facts that are not/hardly mentioned in the curriculum, or which are unimportant to the curriculum learning objectives.
- Testing advanced concepts that candidates are extremely unlikely to have had opportunities to learn.

2. STIMULUS DIFFICULTY (S)

Stimulus difficulty refers to the difficulty of **the linguistic features of the question** (linguistic complexity) and the challenge that candidates face when they attempt to read and understand **the words and phrases in the question** and in the **information or "texts" (for instance diagrams, tables and graphs, pictures, cartoons, case studies, scenarios, text) that accompanies the question.**

Note: Readability indexes such as the Flesch and Flesch/Kincaid could assist in determining the difficulty level of stimulus material.

For example (Valid sources/indicators):

Questions that contain words and phrases that require only simple and straightforward comprehension are usually easier than those that require the candidate to understand **subject specific phraseology and terminology** (e.g. mathematical language i.e. the language of the discipline not usually encountered in everyday language), or that require more technical comprehension and specialized command of words and academic language (e.g. everyday words involving different meanings within the context of the subject).

Table B: Framework for thinking about question difficulty (continued)

For example (Valid sources/indicators):

Questions that contain words and phrases that require only simple and straightforward comprehension are usually easier than those that require the candidate to understand **subject specific phraseology and terminology** (e.g. mathematical language i.e. the language of the discipline not usually encountered in everyday language), or that require more technical comprehension and specialized command of words and academic language (e.g. everyday words involving different meanings within the context of the subject).

Questions that contain information that is tailored to an expected response, that is, that contain no irrelevant information, are *generally* easier than those than require candidates to select relevant and appropriate information or **unpack a large amount of information** for their response.

Questions that depend on reading and selecting content from a text (including a graph, picture or cartoon) can be more challenging than questions that do not depend on actually reading the text, because they test reading comprehension skills as well as subject knowledge.

Questions that require candidates to **read a lot** can be more challenging than those that require limited reading. Although the level of difficulty is usually revealed most clearly through the exam or task questions, you also need to consider the text complexity or the degree of **challenge in written or graphic texts** that the candidates are required to read and interpret in order to respond. You need to consider whether texts set, and reading passages or other **source material** used are challenging for the grade level, and whether texts or material make **high (or low) reading demands** on candidates at the grade level. Predictors of textual difficulty include

- **semantic content** – for example, vocabulary and whether words used are typically outside the reading vocabulary of Grade 12 learners/candidates; whether words are made accessible by using semantic, syntactic or graphophonic cues.

- **syntactic or organisational structure** – for example, sentence structure and length; whether learners are likely to be familiar with the structure, for example, from reading newspapers or magazines.

- **literary techniques** – for example, abstractness of ideas and imagery – and **background knowledge required** – for example, to make sense of allusions. If candidates do not have access to the context which informs a "text" (for instance a passage, cartoon, diagram or table) they are expected to read, and which informs the text they are expected to write, then constructing a response is likely to be difficult.

EXAMPLES OF INVALID SOURCES (INDICATORS) OF STIMULUS DIFFICULTY

Note that these sources are unintended

- Meaning of words unclear or unknown.

- Difficult or impossible to work out what the question is asking.

- Questions which are ambiguous.

- Grammatical errors in the question that could cause misunderstanding.

- Inaccuracy or inconsistency of information or data given.

- Insufficient information provided.

- Unclear resource (badly drawn or printed diagram, inappropriate graph, unconventional table).

- Dense presentation (too many important points packed in a certain part of the stimulus).

Table B: Framework for thinking about question difficulty (continued)
3. TASK DIFFICULTY (T)

Task difficulty refers to the **difficulty that candidates confront when they try to generate or produce an answer.**

For example (Valid sources/indicators):

In most questions, to generate a response, candidates have to work through the steps of a solution. Generally, questions that r**equire more steps in a solution** are more difficult than those that require fewer steps.

Questions that assess specific knowledge are usually less difficult than multi-step, multiple-concept questions.

A question requiring writing a one-word answer, a phrase, or a simple sentence is often easier to write than responses that **require more complex sentences, a paragraph or a full essay or composition**. In some subjects such as language/s or history, where one of the goals is that learners learn to express themselves well (in English, for instance) and **writing skill** is part of what learners are supposed to learn, some questions reflect expected response difficulty simply by "creating the space" for A-grade candidates to demonstrate genuine insight or good argumentation, and to write succinctly and coherently about their knowledge. Narrative writing is usually easier than writing analytically.

On the other hand, questions which require continuous prose or extended writing *may* also be easier to answer correctly than questions that require no writing at all or single letter answers (such as multiple choice), or a brief response of one or two words or short phrase/s because they **test very specific knowledge**.

Task difficulty may also be mediated by the **amount of guidance present in the question**. Although question format is not necessarily a factor, and difficult questions can have a short or simple format, questions that provide guided steps are generally easier than those that are more open-ended and require candidates to form their own response strategy, work out the steps and maintain the strategy for answering the question by themselves. A high degree of prompting (a high degree of prompted recall, for example) tends to reduce difficulty level.

A question that requires the candidate to use **a high level of** appropriate **subject or scientific terminology** in their response tends to be more difficult than one which does not.

A question requiring candidates to **create a complex abstract (symbolic or graphic) representation** is *usually* more challenging than a question requiring candidates to create a concrete representation.

Another aspect of task difficulty is the **cognitive demand** or **thinking processes** required. Some questions test thinking ability, and learners' capacity to deal with ideas, for instance. Questions that assess inferential comprehension or application of knowledge, or that require candidates to take ideas from one context and use it in another, for example, tend to be more difficult than questions that assess recognition or retrieval of basic information. Questions requiring recall of knowledge are usually more difficult than questions that require simple recognition processes. When the resources for answering the question are included in the examination paper, then the task is usually easier than when candidates have to use and select their own internal resources (their own knowledge of the subject) to answer the question.

EXAMPLES OF INVALID SOURCES (INDICATORS) OF TASK DIFFICULTY

Note that these sources are unintended

- Level of detail required in an answer is unclear.

- Context is unrelated to or uncharacteristic of the task than candidates have to do.

- Details of a context distract candidates from recalling or using the right bits of their knowledge.

- Question is unanswerable.

Table B: Framework for thinking about question difficulty (continued)

- Illogical order or sequence of parts of the questions.

- Interference from a previous question.

- Insufficient space (or time) allocated for responding.

- Question predictability or task familiarity. If the same question regularly appears in examination papers or has been provided to schools as exemplars, learners are likely to have had prior exposure, and practised and rehearsed answers in class (for example, when the same language set works are prescribed each year).

4. EXPECTED RESPONSE DIFFICULTY (R)

Expected response difficulty refers to difficulty imposed by examiners in a **mark scheme and memorandum**. This location of difficulty is more applicable to "constructed" response questions, as opposed to "selected" response questions (such as multiple choice, matching/true-false).

For example (Valid sources/indicators):

When examiners expect few or no details in a response, the question is generally easier than one where the mark scheme implies that **a lot of details are expected.**

Another element of difficulty is the **complexity in structure of an expected response**. When simple connections between ideas are expected in a response, the question is *generally* easier to answer than a question in which the significance of the relations between the parts and the whole is expected to be discussed in a response. In other words, a question in which an unstructured response is expected is *generally* easier than a question in which **a relational response** is expected. A response which involves combining a number of complex operations or linking a number of complex ideas is *usually* more difficult than a response where there is no need to combine operations or link ideas.

A further aspect of expected response difficulty is the **clarity of the allocation of marks**. Questions are generally easier when the allocation of marks is straightforward or logical (i.e. three marks for listing three points) than when the **mark allocation is indeterminate** (e.g. when candidates need all three points for one full mark or 20 marks for a discussion of a concept, without any indication of how much and what to write in a response). This aspect affects difficulty because candidates who are unclear about the mark expectations in a response may not produce sufficient information in their response to will earn the marks that befit their ability.

Some questions are more difficult/easy to mark accurately than others. Questions that are **harder to mark and score objectively** are generally more difficult for candidates than questions that require simple marking or scoring strategies on the part of markers. For example, recognition and recall questions are usually easier to test and mark objectively because they usually require the use of matching and/or simple scanning strategies on the part of markers. More complex questions requiring analysis (breaking down a passage or material into its component parts, and understanding relationships between the parts), evaluation (making judgments, for example, about the worth of material or text, or about solutions to a problem), synthesis (bringing together parts or elements to form a whole), and creativity (presenting original thought) are generally harder to mark/score objectively. The best way to test for analysis, evaluation, synthesis and creativity is usually through essays. Such essays *generally* require the use of more cognitively demanding *marking* strategies such as interpreting and evaluating the logic of what the candidate has written.

Questions where **a wide range of alternative answers or response/s** is possible tend to be more difficult. On the other hand, questions may be so open-ended that learners will get marks even if they engage with the task very superficially.

Table B: Framework for thinking about question difficulty (continued)
EXAMPLES OF INVALID SOURCES (INDICATORS) OF EXPECTED RESPONSE DIFFICULTY
Note that these sources are unintended
• Mark allocation is unclear or illogical. The weighting of marks is necessary in questions that comprise more than one component when components vary in levels of difficulty. Learners may be able to get the same marks for answering easy component/s of the item as other learners are awarded for answering the more difficult components.
• Mark scheme and questions are incongruent.
• Question asked is not the one that examiners want candidates to answer. Memorandum spells out expectation to a slightly different question, not the actual question.
• Impossible for candidate to work out from the question what the answer to the question is (answer is indeterminable).
• Wrong answer provided in memorandum.
• Alternative correct answers from those provided or spelt out in the memorandum are also plausible.
• The question is "open" but the memo has a closed response. Memo allows no leeway for markers to interpret answers and give credit where due.

The framework above does not provide you with explicit links between the different categories, or show relationships between the different concepts in the framework. This is because it is impossible to set prescribed rules or pre-determined combinations of categories and concepts for making judgements about where the difficulty in a particular task/question might lie.

The idea behind the framework is to allow you to exercise your sense of judgement as a coherent whole. The complexity of your judgement task lies in your ability as an expert to recognise subtle interactions and identify links between different elements of a question's difficulty or "easiness". For example, a question that tests specific knowledge can actually be more difficult than a multi-step question because it requires candidates to explain a highly abstract or very complex theory.

Annexure C

TABLE OF DETAILED CONTENT COVERAGE IN THE CAPS DOCUMENT AND THE THREE INTERNATIONAL CURRICULA

Key: Level of difficulty: 1 (easiest) – 4 (most difficult)

Shaded blocks indicate that a topic is not addressed at all in a particular curriculum

*The dark grey blocks in the BC curriculum represent areas of specialisation. These are treated as electives and do not form part of the core for Tourism 11 and Tourism 12.

Table C: Content of the curricula evaluated								
Content Topics	**CAPS**			**British Columbia**		**Cambridge AS and A Level**		**Passport to the World**
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	AS Level	A Level	
1. Tourism sectors								
Introduction to tourism	2			1		3	3	3
Types of tourists and tourist profiles	2			1		4	4	3
Different modes of transport	3			1		4	4	2
Different types of accommodation establishments	2			1	3	4	4	2
The South African grading system for accommodation establishments	3					4	4	
Concepts and terminology used in accommodation establishments	1				1	4	4	
In-room technology	3							
Food and beverage establishments	1			1	3	4	4	
The attraction sector	3				2	4	4	
The public sector	2			3	2	4	4	
Private sector	2			3		4	4	
Airports, airlines and airport operations		1					4	
South Africa's international and national airports		2					4	3
Airport terminology		1					4	
Aircraft terminology		1					4	
Seating configuration in an aircraft		1					4	
Technology used at airports		1					4	
The tourism bus industry		1					4	
The tourism train industry		1					4	
The Gautrain		2						
The luxury cruise liner industry		1					4	
Car rental		3					4	
Job and career opportunities in the tourism sectors and sub-sectors and related services		3			4			4
Entrepreneurial opportunities in tourism		2			4			4

Table C: Content of the curricula evaluated (continued)								
Content Topics	**CAPS**			**British Columbia**		**Cambridge AS and A Level**		**Passport to the World**
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	AS Level	A Level	
Professional image in the tourism industry			3		4			
Conditions of employment			1		3			
The purpose and value of a code of conduct			2		3			
Unique characteristics of the travel and tourism Industry						3	3	
Number of people employed in the travel and tourism Industry						4	4	
Changing socio-economic factors with regard to tourism						4	4	
Developments in transport technology						3	3	
Tourism product development and innovation						3	3	
Changing consumer needs and expectations						3	3	
Classifying travel and tourism companies								4
Travel and tourism industry careers								3
2. Mapwork and tour planning								
Map terminology and map symbols	1							
Different types of maps in a tourism context	3							
Location of the following on a colour map of SA	3							
Location of the following on a colour map of the world	3							
Distance indicators and distance tables	3							
The tour itinerary		4			3			
Tour plans and route planning			4		3			
Compiling a day-by-day itinerary			4		3			
Compiling a tour budget			4		2			
Health			2					
Safety			2					
Travel documentation			2				4	
World time zones			2					
Calculations of world times when travelling between countries			3					
3. Tourism attractions								
Tourist attractions in South Africa	2							
South African flora and fauna as a tourist attraction	2							

Content Topics	CAPS			British Columbia		Cambridge AS and A Level		Passport to the World
Table C: Content of the curricula evaluated (continued)								
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	AS Level	A Level	
South African National Parks (SANParks)	2							
Luxury private game reserves	2						4	
National botanical gardens	2						4	
Main tourist attractions in the SADC countries		2					4	
Famous world icons and attractions			1				4	3
Factors contributing to the success of a tourist attraction			4			4	4	3
The Butler Destination Development Model						4	4	
Defining destinations								3
Destinations and sustainability								4
Choosing destinations								4
4. Sustainable and responsible tourism								
Sustainable tourism	2			2	2	4	4	3
Responsible tourism	3			2		4	4	
Global warming and the tourism industry	3			2		3	3	
The three pillars of sustainable tourism			4	2	2	4	4	
Responsible tourism and tourists			3			4	4	3
Explain what is meant by responsibility in the tourism workplace					3*			
Explain what is meant by adaptability in the tourism workplace					3			
Willingness to continuously learn					3			
5. Domestic, regional and international tourism								
Technology used for payment in South Africa	3				3		4	
Domestic tourism	3				3			
Domestic tourism statistics	3					4	4	
The Domestic Tourism Growth Strategy – DTGS		4				4	4	
The seven domestic travel market segments according to the Domestic Tourism Growth Strategy		4						
Regional tourism		3		3				
Global events of international significance			3		3	3	3	
Political situations and unforeseen occurrences of international significance			3			3	3	
Forms of payment when travelling internationally			1		3			

Table C: Content of the curricula evaluated (continued)								
Content Topics	**CAPS**			**British Columbia**		**Cambridge AS and A Level**		**Passport to the World**
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	AS Level	A Level	
Foreign market share-statistics regarding inbound international tourism			3			4	4	
International business and leisure travel services							4	
Organisations and regulations influencing international travel							4	
Factors influencing international travel							4	
Introduction to global travel and tourism technology								3
6. Culture and heritage tourism								
Culture and heritage	1			2			4	3
Heritage sites in South Africa	1							
The South African cultural uniqueness		3						
South African heritage bodies		1						
World Heritage Sites			1				4	
Ecotourism							4	
Adventure tourism							4	
Communication and culture								3
Respecting other cultures								3
Impact of travel and tourism on culture								3
7. Foreign exchange								
Foreign exchange and its value to the South African economy		3				4	4	
Foreign exchange			4			3	4	
8. Communication and customer care								
Communication technology	2			2		3	3	
Communication verbal and written	1			3		4	4	3
Service excellence	3			2		4	4	4
Global distribution systems		2					4	4
Central reservation systems		2		2			4	
Customer care for foreign tourists		3		3		4	4	
Customer Complaints		3		3		4	4	
Managing quality service		3		3		4	4	
Methods to obtain customer feedback and measure customer satisfaction			4			4	4	4
Discuss how decision-making and problem solving occur in the tourism workplace				3				

Table C: Content of the curricula evaluated (continued)								
Content Topics	**CAPS**			**British Columbia**		**Cambridge AS and A Level**		**Passport to the World**
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	AS Level	A Level	
Explain how a workplace problem can be solved				4				
Demonstrate the skills and attributes required to function as part of a team				3				
Communicating with internal customers						4	4	
Understanding customer service								4
Understanding travellers' motivations								4
Customer service								4
Global Distribution Systems (GDS) – essential technology								4
Global Distribution Systems (GDS) – simulations								4
New and future GDS Technology								4
9. Marketing								
Marketing of tourism products, services and sites	2				3	4	4	3
Different types of promotional/advertising techniques		3			2			
The marketing budget		1						
Marketing South Africa as a tourism destination			4		2	4	4	
10. Plan and manage a travel and tourism event								
Work as a team to plan, carry out and evaluate a real project in the form of a travel or tourism event						4	4	
11. The business of tourism								
Describe the inventory control process					2			
12. Tourism industry experience								
Preparation for Tourism Industry Experience					3			
Community-based application of attitudes, skills and tourism knowledge					3			
Knowledge of safe work practices in the workplace					4			
Reflection on Tourism Industry Experience					3			

PROFILES OF EVALUATORS

(The dates in brackets after the names indicate the period of involvement of each person in the research with his/her profile as at that time).

Ms Carol-Anne Cairns: Independent Consultant BARSA *(2013 – 2014)*

Ms Carol-Anne Cairns completed a Staff Nursing Certificate in 1979 and served her apprenticeship at the Germiston Hospital. In 1987, she completed the Certificate in Travel and Tourism (Institute of Travel Management) and an Accountancy Certificate (Rapid Results College). During her tenure in the industry, she served as a retail travel consultant, account executive, progressing to travel supervisor and assistant branch manager.

In the early 1990s, she began training a range of travel and tourism subjects on a part-time basis, including IATA/UFTAA, World Geography, Fares and Ticketing (SAA), Certificate of Travel Agency Competency (COTAC), Billing and Settlement Plan (BSP) and Selling Skills. Her training delivery portfolio was later extended to include a range of management programmes, with a specific focus on the travel industry (coaching and mentoring, recruitment and selection, interaction management).

In 1998, she was appointed as CEO of the Travel Education and Training Authority of South Africa (TETASA) and she continued to fill this position until the body merged with the HITB (Hospitality Industry Training Board) in 2000 to form the Tourism, Hospitality and Sport Education and Training Authority (then THETA, renamed CATHSSETA), the legislated body established in terms of the Skills Development Act. She was contracted by THETA to serve as Chamber Manager, charged with oversight of the training and development needs and interests of the travel and tourism industry.

She has completed a range of courses in the training field, including Train the Trainer, Plan and Conduct Assessment of Learning Outcomes, Assessor/Workplace Trainer, Moderate Assessments and Design and Develop Learning and Assessment Materials.

In August 2001, she established a consultancy business and she continues to operate as an independent consultant, skills development facilitator and trainer for the travel and tourism industry. Projects/work completed include:

- Member of the Tourism Standards Generating Body (SGB);
- Member of the working group to design curriculum for Grades 10 – 12 Tourism (2005);
- Contracted by the NBI to assist with the development of teacher training interventions for tourism at school level and to deliver this training to Grade 12 teachers;
- Contracted by the Tourism Enterprise Programme (TEP) to assist with the development of learning materials for SMME's;
- Contracted by Department of Tourism to assist with the analysis of content of travel and tourism course material offered by a range of training providers;
- Contracted by THETA (now CATHSSETA) to analyse and provide inputs on the OFO;
- Contracted by THETA (now CATHSSETA) to develop and train Skills Development Facilitators.

She has served as a member of the UFTAA (Universal Federation of Travel Agents Association) educational committee, a subject matter expert for the Council of Higher Education ETQA and as a THETA board member.

Her current commitments include Travel and Tourism Chamber Committee member at CATHSSETA and a member of ASATA Region 2 Council. She is retained by the Board of Airline Representatives (BARSA) to advise on all human resource, skills development and BBBEE issues. She continues to offer training to travel and airline industry employees.

Ms Erica Cornelius: Head of academy and training facilitator for the Gauteng Travel Academy *(2011 – 2014)*

Ms Erica Cornelius started off in the travel industry in 1986 as a consultant for Airline Companies and Travel Agencies.

After numerous years in the travel industry Ms Cornelius joined the Travel with Flair team in 2004 and became the after-hours consultant and training manager. In 2007 Ms Cornelius was approached by the directors of Travel with Flair to start up the Gauteng Travel Academy (GTA). Her passion for training has been put to very good use as she assists Travel with Flair in all their staff's skills training as well as the company's Workplace Skills Plan. She has also developed training material and facilitated the Customer Care course for Travel with Flair.

Ms Cornelius has developed the QMS System for GTA and also facilitates the following courses: Domestic Fares and Ticketing course as well as the Galileo reservations course. She also oversees the development of the training material for the National Certificate in General Travel. She is a registered assessor and is also an active participant in the Learnership Programme for GTA and Travel with Flair.

Mr Gabriel Dichabe: Deputy Director Tourist Guiding at the National Department of Tourism (NDT) *(2011 – 2012)*

Mr Gabriel Dichabe was until 1998 a site tourist guide at the SABC where he guided tours of the SABC Radio Park and Television Centre facilities. In 1999, he was promoted to the position of tours co-ordinator and VIP Tourist Guide responsible for managing the Tours Department of the SABC. In 2002 he obtained his BA (Communications) Degree from the then Rand Afrikaans University (UJ). In 2004 he moved to a similar position of Tours Co-ordinator at Freedom Park, a national heritage site in Pretoria. He helped establish a tours department at Freedom Park and he was also responsible for conducting tours of high-level delegations.

During this tenure at Freedom Park, among other high-level visits, he co-ordinated and conducted tours of the international Prime Ministers and South African Presidents such as former Presidents Mbeki, Mandela and the current President Zuma in 2005 while he was still Deputy President. Mr Dichabe co-ordinated tours of diplomats, academics from South Africa and abroad. In his career in tourist guiding, he has conducted countless

tours of schools, universities, business executives, government departments and civic organisations, among others.

He obtained his Honours Degree in Heritage and Cultural Tourism at the University of Pretoria. In his Honours studies, he also included all modules related to the Museum Studies diploma as electives towards this degree. In 2010 he moved to the Department of Tourism as Deputy Director Tourist Guiding. In this position, among others, he is responsible for facilitating the implementation of the tourism legislation and policy within the tourism industry.

Ms Elsabé Engelbrecht: Provincial Subject Co-ordinator for Tourism, Northern Cape Department of Education *(2011 – 2014)*

Ms Elsabé Engelbrecht became a teacher after completion of her studies at the Bloemfontein Teacher's Training College and the University of the Free State and started teaching in 1982. In 2007 she furthered her studies in Tourism through UNISA. Apart from teaching English to Grade 12 learners for 25 years, she taught Tourism for 11 years before becoming the Provincial Subject Co-ordinator for Tourism with the Northern Cape Department of Education in 2007.

During her years as a Tourism teacher at Duineveld High School in Upington, this school became the first school in the country with a fully-equipped tourism research and media centre. She undertook a number of overseas trips with her learners to expose them to the real world of tourism. She also attended two international Tourism learner conferences in 2000 and 2002 in Hungary and France respectively. In 2005, Ms Engelbrecht was one of ten Tourism teachers in South Africa to receive the prestigious "American Express Fellows Award", awarded by the American Express Foundation in New York, for excellence in Tourism education. During a break in her education career, Ms Engelbrecht worked as rental sales manager for AVIS and BUDGET Car Rental, and front office manager for the (then) Southern Sun Hotel Group.

Ms Engelbrecht is a member of the National Examiners' Panel and the National Training Team for CAPS for the Department of Basic Education. She was appointed writer and translator of the Tourism CAPS and has published three Tourism textbooks. A new South African Tourism dictionary/encyclopaedia is nearing completion, a project she has been working on for the past three years. Ms Engelbrecht has been the internal moderator for the Northern Cape Department of Education Examinations and Assessment Unit since 2002. In 2009 she presented the Study Mate Programme for Tourism on SABC 1.

Ms Engelbrecht is the Director of the Global Travel and Tourism Partnership South Africa.

Ms Linda Greenberg: HOD Travel and Tourism Department of Boston City Campus and Business College *(2011 – 2012)*

After completing her schooling, Ms Linda Greenberg was employed by American Express, working in their international tours, corporate accounts and wholesale tour department

processing package tours. She also worked as travel co-ordinator for the Edgars Group, managed an "in-house" office at 3M for Rennies Travel and also worked as a sales executive for United Airlines. During this period she completed many travel and airline qualifications including the IATA/UFTAA Preliminary and Advanced Professional Training diplomas, Amadeus and Galileo.

However, education was her first love, and she began to work as a facilitator in the Travel and Tourism Department, first at Rapid Results College and, subsequently, at Boston City Campus and Business College. During this time she completed a BA degree, majoring in education and psychology (with communication as a sub-major). She is registered as an assessor and moderator with the ETDPSETA, Services SETA and CATHSSETA, and has completed various "train-the trainer" courses. At the beginning of 2012, she registered for an honours degree in adult education with UNISA.

As HOD of the Travel and Tourism Department at Boston City Campus and Business College she is responsible for co-ordinating and facilitating lectures, organising guest speakers from the industry, and field trips for the learners to relevant tourist destinations, as well as ensuring that the content of the courses presented to the learners is relevant to the industry.

Ms Karen Kleintjies: Senior Curriculum Planner: FET Colleges in the Western Cape, offering support to the NC (V) programmes: Hospitality, Tourism and Education and Development *(2011 – 2014)*

Ms Kleintjies started her career as a lecturer and progressed to becoming a programme manager in the hospitality departments at two FET Colleges over a period of sixteen years. As a curriculum planner her duties include support to the six colleges in the Western Cape in implementation of curriculum policy, capacity building of staff through assessment development, improvement of teaching and learning and problem solving in the classroom. She has forged links with the Department of Economic Development and Tourism in the Western Cape to strengthen partnerships with the hospitality and tourism industry, which enables her to assist colleges with learner work placement. She is also the co-ordinator of the Hospitality and Tourism Focus Group in the Western Cape, established as a community of practice to promote the sharing of best practice and standardisation.

Dr Bukiwe Mbilini-Kuze: Deputy Chief Education Specialist for Services Subjects (Tourism, Hospitality Studies and Consumer Studies) in the Fort Beaufort District in ECED *(2013 – 2014)*

Dr Mbilini-Kuze studied at the University of South Africa (UNISA) where she completed her BA degree in 1998, BA Honours in 2000 and Masters in Education in 2004. She received a PhD from the University of Fort Hare in 2012 for the thesis: The Implementation of Tourism Curricula in Secondary Schools in Fort Beaufort Education District, Eastern Cape Province: Implications for Sustainable Tourism.

She started her career in 1991, teaching Home Economics at Phandulwazi Agricultural High School in Alice and later introduced Tourism and Hospitality Studies in the same

school. In 2007 she was promoted and appointed to the position of DCES for Services in Fort Beaufort District in the Eastern Cape, where she is currently working.

In 2005, Dr Mbilini-Kuze received an "American Express Fellows Award" from American Express Foundation in New York for being the best Tourism educator in the Eastern Cape. In 2007, she was honoured as the Best Woman in Tourism by the Eastern Cape Tourism Board.

Ms Michelle Moss: Travel and Tourism Lecturer: Damelin (Freelance) *(2011 – 2012)*

Ms Moss has been actively involved in the travel and tourism industry since 1996. Driven to afford learners the best possible training, Ms Moss has continued to develop her skills and knowledge with a lifelong personal learning strategy, acquiring many travel specific qualifications in the process. Learner achievement and preparation for industry and the workplace are priorities for Ms Moss, and individual assessment and growth strategies form part of each learner's development programme.

Continued monitoring of learners in the workplace affords Ms Moss insight into the relevance of the training methodologies instituted and the opportunity to improve the facilitation process.

Ms Moss also has developed associated learning materials and learner guides to enhance learner knowledge. With her attention to detail, these resources have become an invaluable part of the overall learner experience.

Ms Anita Nieuwoudt: Head of Department of NATED: Hospitality and Tourism at Tshwane North College for FET, Pretoria *(2011 – 2012)*

Ms Anita Nieuwoudt studied Heritage and Cultural Tourism at the University of Pretoria, where she completed an Honours degree in heritage and museum studies as well as an education qualification. She sees herself as a life-long learner, currently doing her Master's degree in Education Management and Leadership.

She worked as a consultant and tour guide for local and international tour operator companies and worked at various museums, as she believes that museums are a great tool for teaching. Ms Nieuwoudt taught Travel and Tourism at different schools (Waterkloof, Hendrik Verwoerd and Hercules High schools) before moving to FET Colleges in 2005. She trained CATHSSETA courses, specialised in Tourism Guiding and Event Management and facilitates the City and Guilds International certificate and Diploma courses. She taught National Certificate (Vocation) Tourism for five years. Ms Nieuwoudt is the external Chief Examiner for NC (V) Tourism Operations as well as the examiner for the ISAT. In 2012 she started teaching Tourism (N4-N6) at Tshwane North College. Besides being a UNISA mentor for Tourism college lecturers who further their studies, she has a keen interest in professional teacher training, especially for FET college lecturers.

Ms Lynne Phipson: General Manager – Human Resources and Training – Thompsons Travel Group *(2011 – 2012)*

Ms Lynne Phipson joined the travel industry in 1989, after studying with and then working for Thomas Cook before joining Thompsons Tours in 1992 where she has held various consulting, marketing and training management positions. Ms Phipson has a natural passion for people development and people relations. She holds a qualification in Human Resources and Training Development (WITS), and has 20 years' travel industry experience, ten years of this being directly involved in training and development of skills required in the tour operating industry.

Ms Phipson holds an accredited "Train the Trainer" certificate completed at the Cape Peninsula University of Technology.

Dr Ludwig Punt: Senior Curriculum Planner for Tourism in the WCED *(2011 – 2012)*

Dr Punt studied at the University of Stellenbosch where he completed his BA degree in 1981, BA Honours in 1982, H.E.D. diploma in 1983 and M.A. in history in 1990. In 1988 he started his teaching career at Cathcart High School in the Eastern Cape. From 1998 to 2001 he taught at Tygerberg High School in Parow. Dr Punt joined the WCED in 2001 as assessment co-ordinator at the Metro-North education district. In 2009 he was appointed to the position of Senior Curriculum Planner for Tourism in the WCED. Dr Punt is a member of the CAPS National training team and an external moderator with Umalusi.

The subject of Dr Punt's DEd thesis is internal school moderation and quality assurance of assessment. A key result of his doctoral work is the development of a quality assurance monitoring programme, which aims at simplifying the examination system for teachers and school management teams, as required by the NCS and Umalusi.

Dr Joseph Raputsoe: Director: Planning and Development; owner – Sedibeng Bed and Breakfast *(2011 – 2012)*

Dr Raputsoe holds a PhD in Human Resources Management and an associate degree in draughting. He held positions at Datsun Nissan Motor Assembly at Rosslyn in South Africa, United Breweries and Continental Circuits Corp (Phoenix, Arizona USA). He also held positions as Director: National ManPower Development Secretariat and Principal Secretary: Public Service for the government of Lesotho. He fulfilled duties for the Institute of Management Development (IDM) for Lesotho, Botswana and Swaziland.

From 2000 to 2011 Dr Raputsoe held posts in the Department of Environmental Affairs and Tourism in South Africa in the following portfolios: Director Quality Assurance, National Registrar of Tourist Guides; Director: Consumer Protector in Tourism for the National Department of Tourism. He is a member of the South African Board of People Practices (SABPP), Institute of People Management (IPM), and the Three Rivers Rotary Club International. His expertise includes the formulation of the Regulatory Framework for the Tourist Guiding Sector (Tourism Second Amendment Act, 2000).

Dr Raputsoe is an Honorary member of the Field Guide Association of South Africa (FGASA). He has served on various tourism forums representing the National Department of Tourism.

Prof Elmarie Slabbert: Professor and programme leader for Tourism Management at North-West University (Potchefstroom Campus) *(2011– 2012)*

Prof Elmarie Slabbert is a Professor and Programme Leader for Tourism Management at North-West University (Potchefstroom Campus). She specialises in the social impact of tourism, tourism marketing, communication, event management and tourism management.

Prof Slabbert is a board member of the Southern African Institute for Management Scientists, vice-chairman of Tourism Teachers of South Africa and serves as referee for the National Research Foundation (NRF) and various accredited journals. She also serves on the education committee as well as the research committee of the Faculty of Economic and Business Sciences. She received an Excellence in Teaching Award in 2003 and 2007. After the completion of her PhD, she focused on acquiring research funds awarded to her by the National Research Foundation for analysing the social impacts of events in South Africa (2007-2011). After this she received funding from the National Research Foundation to continue her research on the tangible and intangible benefits of tourism to communities (2012-2014).

Prof Slabbert has authored and co-authored fourteen accredited articles and six accredited conference proceedings. Since 2005, 21 Master's students and four Doctoral students completed their studies with success under her guidance. At international level she has presented 26 papers at conferences.

Mr Tom Swart: Education Consultant and Internal Moderator for the IEB Grade 12 Tourism examination *(2011 – 2014)*

After teaching English and then training teachers for over fourteen years, Mr Swart started his own educational consultancy in 1992.

Mr Swart's involvement with tourism since then includes facilitating workshops in tourism development in local councils for local councillors, the private sector and communities, developing activities for tourism awareness for different grades and doing training for teachers, facilitators and government departments. He also developed tourism routes with local community members in Soweto, Kagiso, Sharpeville and Boipatong (1999). Mr Swart is the author of the Tourism textbook for Via Afrika Nasou for NC (V) Level 2: Client Services and Human Relations for FET Colleges (2006). Besides training, he is also involved in curriculum development for Grades 10 – 12 in the FET NCS for Tourism on behalf of the National Business Initiative and the South African Tourism Institute through all nine provinces of South Africa (2005 – 2007). Mr Swart's involvement in the tourism industry also includes writing the Nyandeni Tourism Development Plan for submission to the Local

Economic Development Fund: Community and Heritage Tourism Development in the villages between Umtata and Port St. Johns (2000).

Besides his involvement in Tourism as a subject and the tourism industry itself, Mr Swart gained experience in adult education by writing the assessment sections for a series of books for adult learners in Travel and Tourism, published by Juta (1999). He honoured a contract with Reach and Teach in 1998/99, to develop the travel and tourism programme for adults into a SAQA-recognised certificate and to develop the outcomes-based assessment of the learners in the programme. Mr Swart is currently internal moderator for the IEB Grade 12 Tourism examination – a position he has held since 2007.

Ms Samantha van der Berg: Head of the Bidtravel Learnership Department *(2011 – 2012)*

Ms Samantha van der Berg has been in the Travel and Tourism industry since 1989. She is Head of the Bidtravel Learnership Department (an accredited training provider) which trains learners in a certificate in General Travel Qualification (SAQA ID 14119).

Ms Van der Berg is an accredited assessor, moderator and facilitator registered with CATHSSETA.

Mr Sarel Visagie: Consultant: Stentor Consulting *(2011– 2012)*

Mr Sarel Visagie obtained a B.Com from the University of the Free State (1983), a BCom (Hons) from Rand Afrikaans University (1991), followed by an MCom (Strategic Management) from Rand Afrikaans University (1995). He successfully completed an ETDP Seta Assessor's Course in 2004. Mr Visagie has been lecturing in finance, accounting and economics for the past ten years at a number of business schools, transferring knowledge to many new and middle management candidates. He also taught accounting at the Swiss Hotel School from 2010 to 2011.

Mr Visagie is consulting in the fleet and transport management industry where he also provides educational services and short skills programmes. In addition, he is appointed as Education Consultant to the Southern African Vehicle Rental and Leasing Association (SAVRALA) where he was instrumental in establishing a short skills programme for chauffeurs prior to the 2010 FIFA World Cup.

OBSERVERS

Ms Rina Schubotz: Deputy Director: Services Subjects, Department of Basic Education *(2011–2012)*

Based in Pretoria in the offices of the National Department of Education in the Directorate: Curriculum Implementation and Quality Improvement, Ms Schubotz co-ordinates curriculum policy and related issues for the services subjects Hospitality Studies, Consumer

Studies and Tourism in the FET Sector (Grades 10–12). Before her appointment at the National Department in 2006, she was employed by the North-West Provincial Department of Education. She was subject advisor for the three services subjects, five years for schools in the Vryburg district and another five years for schools in the Rustenburg district.

Ms Cheryl Weston, Chief Education Specialist, DBE *(2013–2014)*

As Chief Education Specialist, Ms Weston is responsible for curriculum implementation and management in the three services subjects: Tourism, Consumer Studies and Hospitality Studies, a position she has occupied since January 2013. Her experience in the services field was developed over a number of years through the various positions she has held, including that of Provincial Services Subject Co-ordinator for Gauteng Department of Education, Senior Education Specialist for Johannesburg North District and Head of Department and Tourism teacher at a high school.

Ms Nozuko Ngozi, Director: Domestic Tourism, National Department of Tourism *(2011–2012)*

Ms Nozuko Ngozi has worked in the Education and Training field for a greater part of her life. She qualified and worked as a Human Resource Practitioner and Manager since 1995. She was instrumental in the setting up of the ETDP SETA, both as a board member and as an employee. She has presented motivational papers nationally and internationally to groups of women, churches, the youth and learners in schools. Her talks to some government departments, including Department of Education, Correctional Services and others intend to enhance business performance and productivity. She chaired the 2009 to 2011 Women Leadership Development Conference by Intelligence Transfer. In the NDT, she facilitated the proper implementation of Human Resource and Skills Development opportunities to all employees within the sector. Currently she works in Domestic Tourism, supporting the growth and development of tourism in KZN and Mpumalanga. She is passionate about the development of rural communities and intends to alleviate levels of poverty and improve employment rates.

Ms Mothepane Sesele, Director: Tourism Human Resource Development & Service Excellence *(2012–2013)*

Ms Mothepane Sesele is a social development specialist with qualifications in BA Social Science from Fort Hare University and enrolled for a Master's Degree in Public Administration with University of Pretoria. She obtained a few certificate qualifications from various courses undertaken internationally including a certificate in enterprise development from Marshav College in Israel. Her social development career started at being a Community Developer at Maokeng Municipal level which progressed to senior level at the Department of Social Services. She diversified her professional competencies into administrative capabilities at Department of Trade and Industry and Department of Corporative Governance & Traditional affairs at middle management level.

Ms Sesele's administrative capabilities led her joining the National Department of Tourism at Director Level wherein she held various responsibilities including Tourism Branch Administration, Service Excellence and Tourism Human Resource Development with the latter two being the current areas of responsibility. Her responsibilities include general tourism management for the Eastern Cape and Free State Provinces.

Mr Lulamile Stuurman, Deputy Director Domestic Tourism: Eastern Cape *(2011–2014)*

Mr Lulamile Stuurman is a Human Resource Management professional with a strong focus on Human Resource Development and Labour/Employee Relations. His Wits Business School Master of Management in Public and Development Management (MM-P&DM) degree dissertation focused on performance management, which makes him an insightful resource in this field of learning. Other general areas of focus are planning, project management and performance orientation. His wealth of knowledge and experience in Human Resource Development and Labour Relations has made him a ground-breaker in every organisation he has been in in the past ten years. He managed a training centre for four years and acted as a Skills Development Facilitator for a large private health company; he has successfully handled CCMA and Labour Court matters as an employer representative.

Mr Stuurman successfully managed major Tourism Human Resource Development projects in government. He has been involved in a number of professional structures at both business and social level. He is currently a member of the GTTP-SA Advisory Board.

Mr Zakhele Sibeko: Assistant Director in the Domestic Tourism Branch, National Department of Tourism *(2013–2014)*

Mr Zakhele Sibeko graduated from the Vaal University of Technology in 2003, and went on to do his B Tech in Tourism Management at Tshwane University of Technology in 2007, where he majored in Tourism Development, Strategic Management and Marketing for Tourism.

In 2004, he started his career as an intern at the former Department of Environmental Affairs and Tourism in the Enterprise Development unit, and a year later was appointed as Data Capturer for the Research and Development unit in the same organisation.

Four years later, he took a post at the Department of Tourism as Assistant Director: Service Excellence Policy Planning and Advocacy and was part of the team that developed the Service Excellence Strategy as well as the Tourism Service Excellence Requirement (SANS1197).

When the National Department of Tourism was established as the result of a split from the Department of Environmental Affairs and Tourism, Mr Sibeko then accepted a new portfolio in the NDT as an Assistant Director in the Domestic Tourism Branch, with specific focus on implementing and championing HRD projects. His responsibilities also include

co-ordinating educators' empowerment seminars, co-ordinating and implementing the National Tourism Careers Expo (NTCE), assisting with the curriculum and evaluation review process and co-ordinating the international placement of tourism and hospitality graduates in partnership with Ubuntu Institute.

Ms Mmaabo Moloi: Project Manager: TVET & Rural Development Project, CATHSSETA *(2011–2014)*

Ms Mmaabo Moloi started her professional career as an educator. After that, she became a Primary School Principal, a Private School Principal and finally a Lecturer at what is now the Tshwane University of Technology.

She holds a Master's Degree in Education Management, with the thesis: "Instructional Leadership: Curriculum design, development and implementation."

Ms Moloi joined CATHSSETA in 2005 as a learning programme evaluator. Later, she was appointed Quality Assurer and then Project Manager on education and training capacity-building projects, including learning programme design and development.

Her current responsibilities include ensuring that Hospitality and Tourism qualifications offered at Technical and Vocational Education and Training Colleges are reviewed and updated to meet industry requirements, and co-operating with Institutions of Higher Learning to ensure that lecturers are trained, empowered and capacitated to offer vocational subjects, enabling rural communities to benefit from these processes.

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