Exemplar Book on Effective Questioning
Tourism

Compiled by the Statistical Information and Research (SIR) Unit

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PREFACE

The National Senior Certificate (NSC) examinations are set and moderated in part using tools which specify the types of cognitive demand and the content deemed appropriate for Tourism at Grade 12 level. Until recently, the level of cognitive demand made by a question was considered to be the main determinant of the overall level of cognitive challenge of an examination question.

However, during various examination evaluation projects conducted by Umalusi from 2008-2012, evaluators found the need to develop more complex tools to distinguish between questions which were categorised at the same cognitive demand level, but which were not of comparable degrees of difficulty. For many subjects, for each type of cognitive demand a three-level degree of difficulty designation, *easy, moderate and difficult* was developed. Evaluators first decided on the type of cognitive process required to answer a particular examination question, and then decided on the degree of difficulty, *as an attribute of the type of cognitive demand*, of that examination question.

Whilst this practice offered wider options in terms of *easy, moderate* and *difficult* levels of difficulty for each type of cognitive demand overcame some limitations of a one-dimensional cognitive demand taxonomy, other constraints emerged. Bloom's Taxonomy of Educational Objectives (BTEO) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Revised Bloom's Taxonomy are based on the assumption that a cumulative hierarchy exists between the different categories of cognitive demand (Bloom *et al.*, 1956; Bloom, Hastings & Madaus, 1971). The practice of 'levels of difficulty' did not necessarily correspond to a hierarchical model of increasing complexity of cognitive demand. A key problem with using the level of difficulty as an attribute of the type of cognitive demand of examination questions is that, questions recognised at a higher level of cognitive demand are not necessarily categorised as more difficult than other questions categorised at

lower levels of cognitive demand. For example, during analyses a basic recognition or recall question could be considered more difficult than an easy evaluation question.

Research further revealed that evaluators often struggled to agree on the classification of questions at so many different levels. The finer categorization for each level of cognitive demand and the process of trying to match questions to pre-set definitions of levels of difficulty made the process of making judgments about cognitive challenge overly procedural. The complex two-dimensional multi-level model also made findings about the cognitive challenge of an examination very difficult for Umalusi Assessment Standards Committee (ASC) to interpret.

In an Umalusi Report, *Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations* (Umalusi, 2012), it was recommended that the type and level of cognitive demand of a question and the level of a question's difficulty should be analysed separately. Further it was argued that the ability to assess cognitive challenge lay in experts' abilities to recognise subtle interactions and make complicated connections that involved the use of multiple criteria simultaneously. However, the tacit nature of such judgments can make it difficult to generate a common understanding of what constitutes criteria for evaluating the cognitive challenge of examination questions, despite descriptions given in the policy documents of each subject.

The report also suggested that the Umalusi external moderators and evaluators be provided with a framework for thinking about question difficulty which would help them identify where the main sources of difficulty or ease in questions might reside. Such a framework should provide a common language for evaluators and moderators to discuss and justify decisions about question difficulty. It should also be used for building the capacity of novice or less experienced moderators and evaluators to exercise the

necessary expert judgments by making them more aware of key aspects to consider in making such judgments.

The revised Umalusi examination moderation and evaluation instruments for each subject draw on research and literature reviews, together with the knowledge gained through the subject workshops. At these workshops the proposed revisions were discussed with different subject specialists to attain a common understanding of the concepts, tools and framework used; and to test whether the framework developed for thinking about question difficulty 'works' for different content subjects. Using the same framework to think about question difficulty across subjects will allow for greater comparability of standards across subjects and projects.

An important change that has been made to the revised examination evaluation instrument is that the analysis of *the type of cognitive demand* of a question and analysis of *the level of difficulty* of each question are now treated as two separate judgments involving two different processes. Accordingly, the revised examination evaluation instrument now includes assessment of difficulty *as well as* cognitive demand.

LIST OF ABBREVIATIONS

Abbreviation	Full name
AERA	American Educational Research Association
APA	American Psychological Association
ASC	Assessment Standards Committee
BTEO	Bloom's Taxonomy of Educational Objectives
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
FET	Further Education and Training
IEB	Independent Examinations Board
NCME	National Council on Measurement in Education
NSC	National Senior Certificate
NQF	National Qualifications Framework
QAA	Quality Assurance of Assessment
QCC	Qualifications, Curriculum and Certification
SIR	Statistical Information and Research

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ACKNOWLEDGEMENTS

This Tourism exemplar book is informed by Umalusi Research Reports of previous years, especially the report by Reeves (Umalusi, 2012) titled '*Developing a framework for assessing and comparing the cognitive challenge of Home Language examinations*'.

In addition, Tourism subject experts and practitioners are acknowledged for their contribution to the content of this exemplar book. Included in this group are: Umalusi External Moderators and Maintaining Standards Subject Teams and Team Leaders; together with the South African Comprehensive Assessment Institute and the Independent Examinations Board (IEB) Examiners and Internal Moderators.

We also acknowledge the contributions of the members of the Umalusi Quality Assurance of Assessment (QAA); Qualifications, Curriculum and Certification (QCC) and Statistical Information and Research (SIR) Units. We specifically acknowledge the contribution made by the individuals listed below:

- Ms Agnes Mohale, who was responsible for the management and coordination of the Exemplar Books Project.
- Dr Cheryl Reeves, who was responsible for developing the framework that underpinned the design of the exemplar books.
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This exemplar book was prepared by Dr Ludwig Punt.

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1   INTRODUCTION

The rules of assessment are essentially the same for all types of learning because, to learn is to acquire knowledge or skills, while to assess is to identify the level of knowledge or skill that has been acquired (Fiddler, Marienau & Whitaker, 2006). Nevertheless, the field of assessment in South Africa and elsewhere in the world is fraught with contestation. A review of the research literature on assessment indicates difficulties, misunderstanding and confusion in how terms describing educational measurement concepts, and the relationships between them, are used (Frisbie, 2005).

Umalusi believes that if all role players involved in examination processes can achieve a common understanding of key terms, concepts and processes involved in setting, moderating and evaluating examination papers, much unhappiness can be avoided. This exemplar book presents a particular set of guidelines for both novice and experienced Tourism national examiners, internal and external moderators, and evaluators to use in the setting, moderation and evaluation of examinations at the National Senior Certificate (NSC) level.

The remainder of the exemplar book is organised as follows. First, the context in which the exemplar book was developed is described (Part 2), followed by a statement of its purpose (Part 3). Brief summaries of the roles of moderation and evaluation (Part 4) and cognitive demand (Part 5) in assessment follow. Examination questions selected from the NSC Tourism examinations of assessment bodies, the Department of Basic Education (DBE), and/or the Independent Examinations Board (IEB) are used to illustrate how to identify different levels of cognitive demand as required by the Curriculum and Assessment Policy Statement (CAPS) Tourism document (Part 6). Part 7 explains the protocols for identifying different levels of difficulty within a question paper. Application of the Umalusi framework for determining

difficulty described in Part 7 is illustrated, with reasons, by another set of questions from a range of Tourism examinations (Part 8). Concluding remarks complete the exemplar book (Part 9).

2.   CONTEXT

Umalusi has the responsibility to quality assure qualifications, curricula and assessments of National Qualification Framework (NQF) levels 1 – 5. This is a legal mandate assigned by the *General and Further Education and Training Act (58 of 2001)* and the *National Qualification Framework Act (67 of 2008)*. To operationalize its mandate, Umalusi, amongst other things, conducts research and uses the findings of this research to enhance the quality and standards of curricula and assessments.

Since 2003, Umalusi has conducted several research studies that have investigated examination standards. For example, Umalusi conducted research on the NSC examinations, commonly known as 'Matriculation' or Grade 12, in order to gain an understanding of the standards of the new examinations (first introduced in 2008) relative to those of the previous NATED 550 Senior Certificate examinations (Umalusi, 2009a, 2009b). Research undertaken by Umalusi has assisted the organisation to arrive at a more informed understanding of what is meant by assessing the cognitive challenge of the examinations and of the processes necessary for determining whether the degree of cognitive challenge of examinations is comparable within a subject, across subjects and between years.

Research undertaken by Umalusi has revealed that different groups of examiners, moderators and evaluators do not always interpret cognitive demand in the same way, posing difficulties when comparisons of cognitive challenge were required. The research across all subjects also showed that

using the type and level of cognitive demand of a question *only* as measure for judging the cognitive challenge of a question is problematic because cognitive demand levels on their own do not necessarily distinguish between degrees of difficulty of questions.

The new Umalusi framework for thinking about question difficulty described in this exemplar book is intended to support all key role players in making complex decisions about what makes a particular question challenging for Grade 12 examination candidates.

3.   THE PURPOSE OF THE EXEMPLAR BOOK

The overall goal of this exemplar book is to ensure consistency of standards of examinations across the years in the Further Education and Training (FET) sub-sector and Grade 12 in particular. The specific purpose is to build a shared understanding among teachers, examiners, moderators, evaluators, and other stakeholders, of methods used for determining the type and level of cognitive demand as well as the level of difficulty of examination questions.

Ultimately, the common understanding that this exemplar book seeks to foster is based on the premise that the process of determining the type and level of cognitive demand of questions and that of determining the level of difficulty of examination questions, are two separate judgments involving two different processes, both necessary for evaluating the cognitive challenge of examinations. This distinction between cognitive demand and difficulty posed by questions needs to be made in the setting, moderation, evaluation and comparison of Tourism examination papers.

The exemplar book includes an explanation of the new Umalusi framework which is intended to provide all role-players in the setting of Tourism examinations with a common language for thinking and talking about

question difficulty. The reader of the exemplar book is taken through the process of evaluating examination questions, first in relation to determining the type and level of cognitive demand made by a question; and then in terms of assessing the level of difficulty of a question. This is done by providing examples of a range of questions which make different types of cognitive demands on candidates, and examples of questions at different levels of difficulty.

Each question is accompanied by an explanation of the reasoning behind why it was judged as being of a particular level of cognitive demand or difficulty, and the reasoning behind the judgements made is explained. These examples of examination questions provided were sourced by Tourism external moderators from previous DBE and the IEB Tourism question papers, pre- and post- the implementation of CAPS during various Umalusi workshops.

This exemplar book is an official document. The process of revising the Umalusi examination evaluation instrument and of developing a framework for thinking about question difficulty for both moderation and evaluation purposes has been a consultative one, with the DBE and the IEB assessment bodies. The new framework for thinking about question difficulty is to be used by Umalusi in the moderation and evaluation of Grade 12 Tourism examinations, and by all the assessment bodies in the setting of the question papers, in conjunction with the CAPS documents.

4.   MODERATION AND EVALUATION OF ASSESSMENT

A fundamental requirement, ethically and legally, is that assessments are fair, reliable and valid (American Educational Research Association [AERA], American Psychological Association [APA] and National Council on Measurement in Education [NCME], 1999). Moderation is one of several

quality assurance assessment processes aimed at ensuring that an assessment is fair, reliable and valid (Downing & Haladyna, 2006). Ideally, moderation should be done at all levels of an education system, including the school, district, provincial and national level in all subjects.

The task of Umalusi examination **moderators** is to ensure that the quality and standards of a particular examination are maintained each year. Part of this task is for moderators to alert examiners to details of questions, material and/or any technical aspects in examination question papers that are deemed to be inadequate or problematic and that therefore, challenge the validity of that examination. In order to do this, moderators need to pay attention to a number of issues as they moderate a question paper – these are briefly described below.

Moderation of the technical aspects of examination papers includes checking correct question and/or section numbering, and ensuring that visual texts and/or resource material included in the papers are clear and legible. The clarity of instructions given to candidates, the wording of questions, the appropriateness of the level of language used, and the correct use of terminology need to be interrogated. Moderators are also expected to detect question predictability, for example, when the same questions regularly appear in different examinations, and bias in examination papers. The adequacy and accuracy of the marking memorandum (marking guidelines) needs to be checked to ensure that it reflects and corresponds with the requirements of each question asked in the examination paper being moderated.

In addition, the task of moderators is to check that papers adhere to the overall examination requirements as set out by the relevant assessment body with regard to the format and structure (including the length, type of texts or reading selections prescribed) of the examination. This includes assessing compliance with assessment requirements with regard to ensuring that the

content is examined at an appropriate level and in the relative proportions (weightings) of content and/or skills areas required by the assessment body.

The role of Umalusi examination **evaluators** is to perform analysis of examination papers after they have been set and moderated and approved by the Umalusi moderators. This type of analysis entails applying additional expert judgments to evaluate the quality and standard of finalised examination papers before they are written by candidates in a specific year. However, the overall aim of this evaluation is to judge the comparability of an examination against the previous years' examination papers to ensure that consistent standards are being maintained over the years.

The results of the evaluators' analyses, and moderators' experiences provide the Umalusi Assessment Standards Committee (ASC) with valuable information which is used in the process of statistical moderation of each year's examination results. Therefore, this information forms an important component of essential qualitative data informing the ASC's final decisions in the standardisation of the examinations.

In order for the standardisation process to work effectively, efficiently and fairly, it is important that examiners, moderators and evaluators have a shared understanding of how the standard of an examination paper is assessed, and of the frameworks and main instruments that are used in this process.

5. COGNITIVE DEMANDS IN ASSESSMENT

The *Standards for educational and psychological testing* (AERA, APA, & NCME, 1999) require evidence to support interpretations of test scores with respect to cognitive processes. Therefore, valid, fair and reliable examinations require that the levels of cognitive demand required by examination

questions are appropriate and varied (Downing & Haladyna, 2006). Examination papers should not be dominated by questions that require reproduction of basic information, or replication of basic procedures, and under-represent questions invoking higher level cognitive demands.

Accordingly, the Grade 12 CAPS NSC subject examination specifications state that examination papers should be set in such a way that they reflect proportions of marks for questions at various level of cognitive demand. NSC examination papers are expected to comply with the specified cognitive demand levels and weightings. NSC examiners have to set and NSC internal moderators have to moderate examination papers as reflecting the proportions of marks for questions at different levels of cognitive demand as specified in the documents. Umalusi's external moderators and evaluators are similarly tasked with confirming compliance of the examinations with the CAPS cognitive demand levels and weightings, and Umalusi's revised examination evaluation instruments continue to reflect this requirement.

Despite that subject experts, examiners, moderators and evaluators are familiar with the levels and explanations of the types of cognitive demand shown in the CAPS documents, Umalusi researchers have noted that individuals do not always interpret and classify the categories of cognitive demand provided in the CAPS the same way. In order to facilitate a common interpretation and classification of the cognitive demands made by questions, the next section of this exemplar book provides a clarification of each cognitive demand level for Tourism followed by illustrative examples of examination questions that have been classified at that level of cognitive demand.

6. EXPLANATIONS AND EXAMPLES OF QUESTIONS ASSESSED AT THE DIFFERENT COGNITIVE DEMAND LEVELS IN THE TOURISM TAXONOMY ACCORDING TO CAPS

The taxonomies of cognitive demand for each school subject in the CAPS documents are mostly based on the Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001) but resemble the original Bloom's taxonomy in that categories of cognitive demand are arranged along a single continuum. Bloom's Taxonomy of Educational Objectives (BTEO) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) and the Revised Bloom's Taxonomy imply that each more advanced or successive category of cognitive demand subsumes all categories below it. The CAPS Taxonomies of Cognitive Demand make a similar assumption (Crowe, 2012).

> ***Note:***
> In classifying the type and level of cognitive demand, each question is classified at the highest level of cognitive process involved. Thus, although a particular question involves recall of knowledge, as well as comprehension and application, the question is classified as an 'analysis' question if that is the highest level of cognitive process involved. If evaluating' is the highest level of cognitive process involved, the question as a whole should be classified as an 'evaluation' question. On the other hand, if one of more sub-sections of the question and the marks allocated for each sub-section can stand independently, then the level of cognitive demand for each sub-section of the question should be analysed separately.

The CAPS documents for many subjects also give examples of descriptive verbs that can be associated with each of the four levels of cognitive demand. However, it is important to note that such 'action verbs' can be associated with more than one cognitive level depending on the context of a question.

The Tourism CAPS document states that Grade 12 NSC Tourism examination papers should examine four levels of cognitive demand (Table 1).

TABLE 1: THE TAXONOMY OF COGNITIVE DEMAND LEVELS FOR THE TOURISM NSC EXAMINATIONS

Lower order	Middle order	Higher order
Remembering	(Understanding, Applying)	(Analysing, Evaluating, Creating)

Source: CAPS (DBE, 2011a, p.40)

To facilitate reading of this section, each of the above cognitive demand levels in the Tourism Taxonomy is explained, and the explanation is followed by at least **three** examples of questions from previous Tourism NSC examinations classified at each of the levels of cognitive demand shown in Table 1, above. These examples were selected to represent the **best and clearest** examples of each level of cognitive demand that the Tourism experts could find. The discussion below each example question explains the reasoning processes behind the classification of the question at that particular type of cognitive demand (Table 2 to Table 7).

> *Note:*
> Be mindful that analyses of *the level of cognitive process* of a question and *the level of difficulty* of each question are to be treated as two separate judgments involving two different processes. Therefore, whether the question is easy or difficult should not influence the categorisation of the question in terms of the type and level of cognitive demand. Questions should NOT be categorised as higher order evaluation/synthesis questions because they are difficult questions. Some questions involving the cognitive process of recall or recognition may be more difficult than other recall or recognition questions. Not all comprehension questions are easier than questions involving analysis or synthesis. Some comprehension questions may be very difficult, for example explanation of complex scientific processes. For these reasons, you need to categorise the level of difficulty of questions separately from identifying the type of cognitive process involved.

TABLE 2: EXAMPLES OF QUESTIONS AT LEVEL 1 -KNOWLEDGE/REMEMBERING

Low order: Remembering: Level 1   Remembering refers to the ability to retrieve information from long term memory. It includes the ability to **recall, recognise**, locate, identify, extract or retrieve **explicitly stated or readily observable** information, details, facts, formulas, terms, definitions, representations **from memory.**
Example 1:
Question 4.1.6 November 2012 DBE   Name the document that was signed in 1997 by many countries to limit greenhouse gases and reduce global warming.
Discussion: 'Action' verbs such as *name,* list, identify, label, and *select* usually (but not always) indicate that the cognitive process required to answer the question is *remembering.* To answer this question candidates have to recall basic content knowledge. The answer is the Kyoto protocol. Candidates should have learnt this fact in class. Answering the question thus requires remembering basic knowledge covered in the prescribed curriculum.
Memorandum/Marking guidelines   Kyoto Protocol   (1)
Example 2:
Question 4.1.1 November 2011 DBE

The South African tourism industry has in the last century shifted towards tourism that is focused on the 'triple bottom line'. Responsible tourism practices have become the vehicle for sustainable tourism development and have been adopted by industry role players and tourists.

The three tourism businesses below were finalists for the Imvelo Awards in 2010.

AVIS	MOTSETHABO TOURS	TABLE MOUNTAIN CABLEWAY
Avis believes 'People are more important than cars'. The company encourages its employees – or 'brand ambassadors' – to share in the upliftment of communities. Their staff helps to clean, weed, paint buildings and plant trees in disadvantaged communities around the country.	Motsethabo Tours offers township tours around Alexandra near Johannesburg. More tourists are now interested in township tours. Motsethabo Tours is meeting this increased demand which is resulting in their improved economic situation.	The Table Mountain Cableway practices responsible tourism. With 750 000 visitors per year the environment around the mountain can be easily damaged. Visitors are constantly reminded to save water wherever they can. All waste is brought down from the top of the mountain and recycling projects are in place.

[Adapted from *IMVELO Magazine*, November 2010]

4.1.1 Complete the sentence: The Imvelo Awards are given to tourism businesses for their contribution to …

Discussion:

In this question, candidates are provided with a diagram illustrating various pillars of sustainable tourism. Although they are provided with a diagram, they do not have to interpret or analyse it, they must simply say what the Imvelo awards are. 'Action' verbs such as *complete*, *locate, define, match,* and *find* usually (but not always) indicate that the cognitive process required to answer the question is *recognition or remembering.*

Memorandum/Marking guidelines

The answer is 'Responsible tourism' (1)

Example 3:

Question 6.1.2 November 2011 DBE

State TWO ways in which Mr Taylor can minimise the effects of jetlag

Discussion:

To answer this question candidates have to recall basic content knowledge. All Grade 12 candidates should have learnt in class or through the textbooks/resource material provided about ways in which to minimise the effects of jetlag. To answer this question, candidates only need to recall two ways in which the effects of jetlag can be reduced. For example, they can recall that one way is to avoid alcohol and caffeine; another is to exercise moderately during the flight; and another is to drink lots of water. The question does not require them to show comprehension by providing any explanation.

Memorandum/Marking guidelines

- Avoid alcohol and caffeine.
- Exercise moderately during the flight.
- Drink lots of water.
- Eat light meals during the flight.
- Set your wrist watch to the destinations local time.
- Fly earlier to allow recovery.
- Sleep during the flight.

Any two   (2)

Table 3:   EXAMPLES OF QUESTIONS AT LEVEL 2:   UNDERSTANDING

Middle order: Understanding: Level 2

Understanding refers to the ability of learners to see the relationships between ideas, and the way in which concepts are organised or structured. The ideas and concepts may be contained in explanations, models or theories which they have learnt, or they may be in new material which is presented to them. They demonstrate understanding when they are able to: create a model or version, or re-organise information, data, ideas, facts or details that is explicitly stated or observable in material provided or which has been learnt in a different way or form from what was presented (e.g. summarise the main idea, restate the main ideas in their own words, paraphrase, categorise, draw, classify, explain or consolidate the information).

Example 1:

Question 2.4.4 March 2015 DBE

2.4.4 Morocco practises DST between March and October.

Give ONE advantage of practising DST for the Moroccan tourism industry.

Discussion:

All Grade 12 candidates should have learnt the meaning of Daylight savings time (DST) in class. Here they are asked to give an advantage of DST for the specific country, Morocco. This question is classified as making middle order cognitive demands as it requires understanding. To be able to give an advantage for the

Moroccan tourism industry, candidates have to understand what the advantage of DST for the industry will be.

Memorandum/Marking guidelines

Gaining daylight at the end of the day will have (business) tourists participate in more and longer tourism activities:
- Tourism businesses can extend their operating hours and make more profit
- Tourism businesses with operating hours that extend into the night can save electricity and be more energy efficient.   (2)

Example 2:

Question 2.1.2 (b) November 2012 DBE
The tourism sector needs skilled, service-orientated people. Give ONE reason why the tourism industry is referred to as a 'people's industry'.

Discussion:

To answer this question, candidates first have to understand the information provided in the opening statement. Grade 12 candidates should have learnt about tourism as service industry in class and need to recall what they have learnt about this. However, they also need to explain why the tourism industry is referred to as a 'people's industry'. To give a reason, they have to understand the concepts 'service-orientate people' and 'people's industry' as well as the link/relationship between them.

Memorandum/Marking guidelines

The services required by tourists can only be met through human interaction
- The tourism industry is made up of different kinds of service to people (tourists) and needs skilled people (employees) to deliver these services.
- The tourism industry needs 'people's' people to effectively work in this service orientated environment.   (2)

Example 3:

Question 1.1.18 November 2014 DBE

Preservation of local culture and the selling of arts and crafts form part of the … pillars of sustainable tourism practices.

    A. social and environmental
    B. economic and environmental
    C. environmental and people
    D. social and economic

Discussion:
Grade 12 candidates should have learnt about the concept of sustainable tourism in class. To answer this question, candidates need understanding; they have to understand the concepts in the lead sentence ('preservation of local culture' and 'pillars of sustainable tourism practices') to identify the appropriate option from the four pillars of sustainable tourism provided as possible answers. They have to link or relate the concepts of 'preservation of local culture and the selling of arts and crafts' and 'sustainable tourism practices' to the correct 'pillar', namely

Social and Economic.
Memorandum/Marking guidelines
Social and Economic (2)

TABLE 4: EXAMPLES OF QUESTIONS AT LEVEL 3 – APPLYING

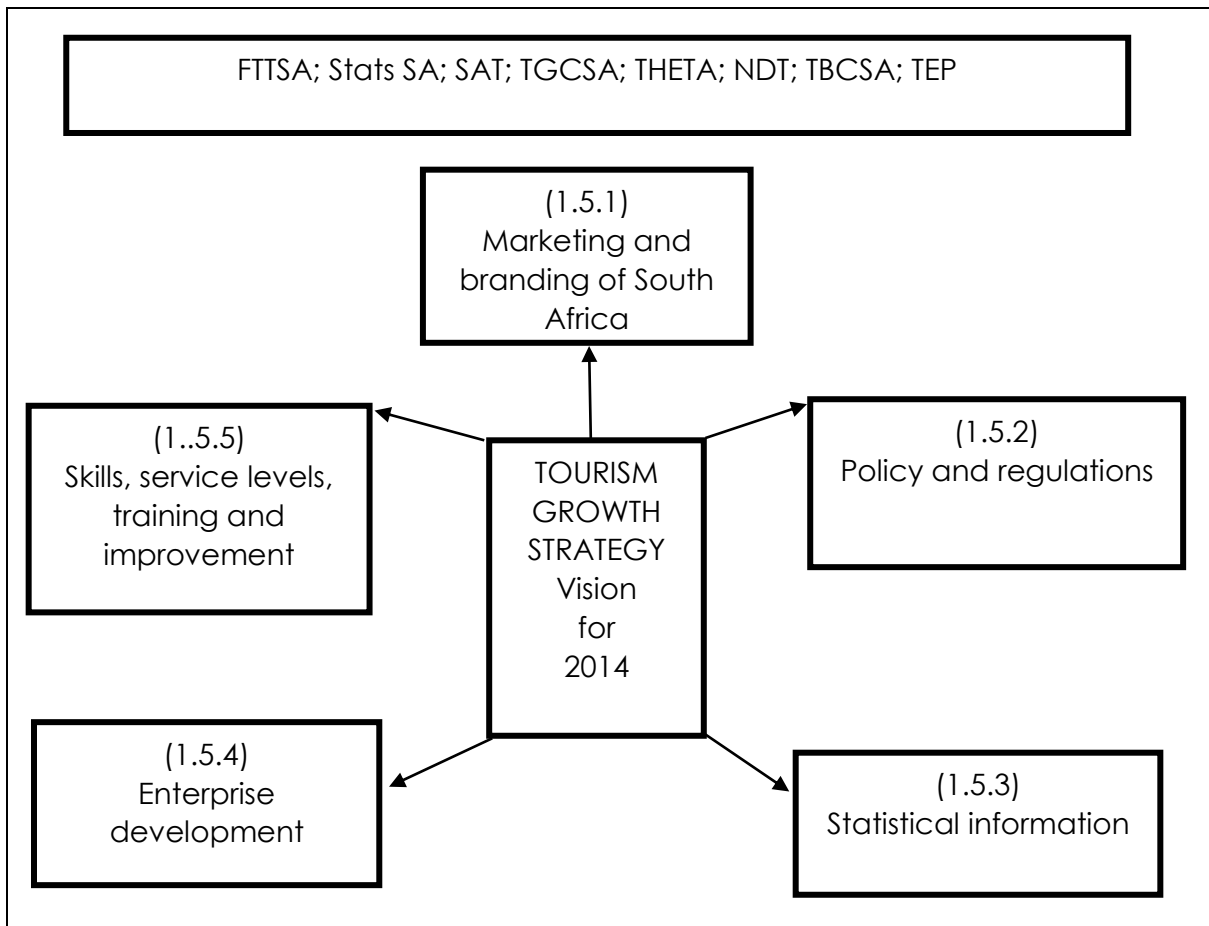| |
| :--- |
| **Middle order: Applying: Level 3** |
| **Applying refers** to the ability of learners to use their knowledge in a new situation or in a new way, or to transfer knowledge learned in one situation to another. They demonstrate this ability when they:

 • use, **perform** or follow **a procedure**/rule/method/ operation. These may be simple, or more complex, with several steps.
 • use understanding of tourism concepts, facts, or processes as a basis for interpreting given details, relationships, patterns and results in unfamiliar contexts or material. |
| **Example 1:** |
| **Question 6.2.2 November 2012 DBE**

 A sports tourist from Tokyo would like to attend one of the track events at the Olympic Games. The tourist arrives in London on Tuesday at 14:00; the flying time was 16 hours. Calculate the time of departure from Tokyo. Ignore DST. |
| **Discussion:**
 Question 6.2.2 entails applying or performing a routine procedure in an unfamiliar context. Specifically, it involves calculating departure time. To answer this question, candidates have to follow certain steps in the correct sequence. They must calculate (a) the time difference between London and Tokyo; then (b) 9:00 hours to the time in London; and then (c) subtract the flying time to get to the answer, 7:00. |
| **Memorandum/Marking guidelines**

 London = 0
 Tokyo = + 9
 Time difference = 9 hours
 14:00 (+)9 hours=23:00 (-16hours flying time) = 7:00

 OR
 07:00
 (*Do not accept am/pm 7h00 or o'clock*) (6) |
| **Example 2:** |
| **Question 1.5 November 2011 DBE**

 1.5 The flow diagram below illustrates the vision for the Tourism Growth Strategy for 2014. Complete the flow diagram by choosing an organisation from the list below. |

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┌────────────────────────────────────────────────────────────────────────┐
│  ┌──────────────────────────────────────────────────────────────────┐   │
│  │        FTTSA; Stats SA; SAT; TGCSA; THETA; NDT; TBCSA; TEP        │   │
│  └──────────────────────────────────────────────────────────────────┘   │
│                                                                          │
│                        ┌─────────────────────┐                          │
│                        │      (1.5.1)         │                          │
│                        │  Marketing and       │                          │
│                        │  branding of South   │                          │
│                        │  Africa              │                          │
│                        └─────────────────────┘                          │
│                                  ↑                                       │
│  ┌─────────────────────┐    ┌──────────┐    ┌─────────────────────┐     │
│  │     (1..5.5)         │ ←  │ TOURISM  │ →  │     (1.5.2)         │     │
│  │ Skills, service      │    │ GROWTH   │    │ Policy and          │     │
│  │ levels, training and │    │ STRATEGY │    │ regulations         │     │
│  │ improvement          │    │ Vision   │    │                     │     │
│  └─────────────────────┘    │ for      │    └─────────────────────┘     │
│                             │ 2014     │                                 │
│  ┌─────────────────────┐    └──────────┘    ┌─────────────────────┐     │
│  │     (1.5.4)          │ ↙            ↘    │     (1.5.3)         │     │
│  │ Enterprise           │                   │ Statistical         │     │
│  │ development          │                   │ information         │     │
│  └─────────────────────┘                   └─────────────────────┘     │
└────────────────────────────────────────────────────────────────────────┘
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Discussion:

To select the correct option i.e. correct heading for the flow diagram, candidates have to understand the concepts shown in the flow diagram of the vision for the Tourism Growth Strategy. They have to use or apply their understanding of these concepts to identify the correct heading from the options provided. They have apply their knowledge of the interaction between organisations provided in the box above the flow diagram in a new/different situation. Thus. the question is classified as an 'application' question.

Memorandum/Marking guidelines

1.5.1 SAT or SA Tourism or South African Tourism
1.5.2 NDT or National Department of Tourism
1.5.3 Stats SA or Statistics South Africa
1.5.4 TEP or Tourism Enterprise Partnership
1.5.5 THETA or CATHSSETA   (5)

Example 3:

Question 6.5.3 November 2011 DBE

6.5 When exchanging currencies, a different rate of exchange will apply to different transactions. The Bank Selling Rate (BSR) is used when people buy foreign currency from a bank. The Bank Buying Rate (BBR) is used when tourists exchange foreign currency for ZAR.

Kagiso, Lionel and Loyiso from South Africa visited Italy and Britain as part of a cultural exchange group. They would like to buy euros to the value of R8 400.00 as part of their spending money. The current exchange rates are given below:

	BBR	BSR
GBP	10,98	11,39
EURO	9,70	10,07
USD	6,68	7,00

6.5.3 Kagiso, Lionel and Loyiso went on a city tour of London. They paid £35 each. Calculate the total cost for all three of them in Rands, using the BSR.

Discussion:

Question 6.5.3 is classified as a middle order 'applying' question. To answer it, candidates have to make currency conversions. They have to recall what they have learnt about the Bank Selling Rate (BSR) and Bank Buying Rate (BBR) and apply or perform a routine procedure in an unfamiliar context. They have to use the information provided in the source material to calculate the total costs for all three of the characters mentioned. The information needed to make the calculation is available but candidates have to select the appropriate information from the data provided on the table. Once they have identified the required currency amounts, they can perform the calculation.

Memorandum/Marking guidelines

£35 x 3√ = £105√ x 11.39√ = R1195,95   (4)

TABLE 5:   EXAMPLES OF QUESTIONS AT LEVEL 4 - ANALYSING
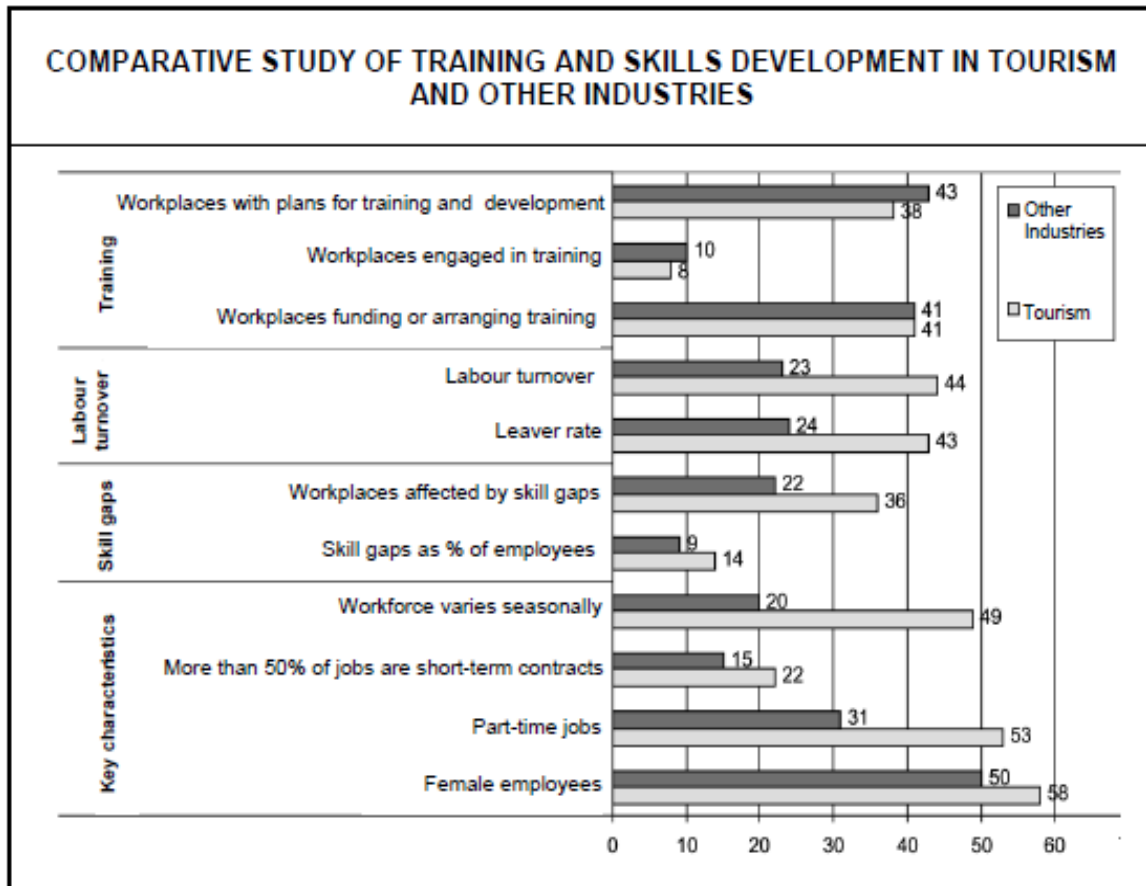
High order: Analysing: Level 4

Analysing refers to the ability of learners to engage in **more abstract interpretation or reasoning,** or use conjecture, background knowledge and understanding, clues or **implicit** information, facts, details, ideas or concepts, in material provided, or from memory as a basis of forming hypotheses, predicting consequences, deducing reasons, suggesting a possible explanation, inferring causes, drawing conclusions, interpreting relationships, patterns, results, or ideas.

Example 1

Question 3.1.1 November 2011 DBE

From the graph, identify ONE reason why the tourism industry experiences such a high labour turnover compared to other industries.

3.1   Study the graph below and answer the questions that follow.

COMPARATIVE STUDY OF TRAINING AND SKILLS DEVELOPMENT IN TOURISM AND OTHER INDUSTRIES

Category	Item	Other Industries	Tourism
Training	Workplaces with plans for training and development	43	38
Training	Workplaces engaged in training	10	8
Training	Workplaces funding or arranging training	41	41
Labour turnover	Labour turnover	23	44
Labour turnover	Leaver rate	24	43
Skill gaps	Workplaces affected by skill gaps	22	36
Skill gaps	Skill gaps as % of employees	9	14
Key characteristics	Workforce varies seasonally	20	49
Key characteristics	More than 50% of jobs are short-term contracts	15	22
Key characteristics	Part-time jobs	31	53
Key characteristics	Female employees	50	58

Discussion:

To answer this question, candidates first have to analyse the data presented in the graph to identify what information is relevant. The process entails more than just extraction of figures to give a possible answer; candidates have to interpret the information provided to identify a reason why the tourism industry experiences higher labour turnover compared to other industries using their knowledge of the tourism industry to make this analysis.

Memorandum/Marking guidelines

Most of the tourism jobs are part time
- Skill gaps of the employees
- Workforce varies seasonally
- Short term contracts
- Female employees   (2)

Example 2:

Question November 2014 DBE

You have been tasked by the municipality of the Bushman's Kloof in the Cederberg region to adopt the neglected San rock-art attraction. It has lost its popularity and no longer promotes tourism to the town.

E loves J

Kilroy was here
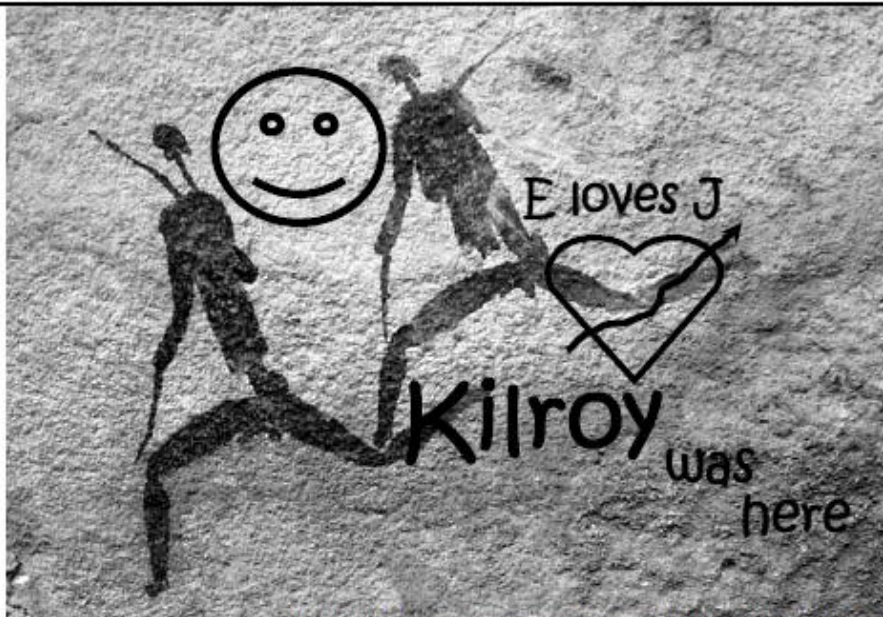
[Adapted from www.south-africa-tours-and-travel.com]

4.3.1
(b) State ONE solution to prevent this type of criminal activity from happening in future.

Discussion:

The answer to this question is not provided explicitly; rather, candidates have to analyse the illustration presented to identify what information is relevant. Answering the question entails more than one step; candidates have to interpret the information and then present a solution to prevent criminal activity to protect

the San-rock attraction. Thus, this question is classified as an 'analysing' question.
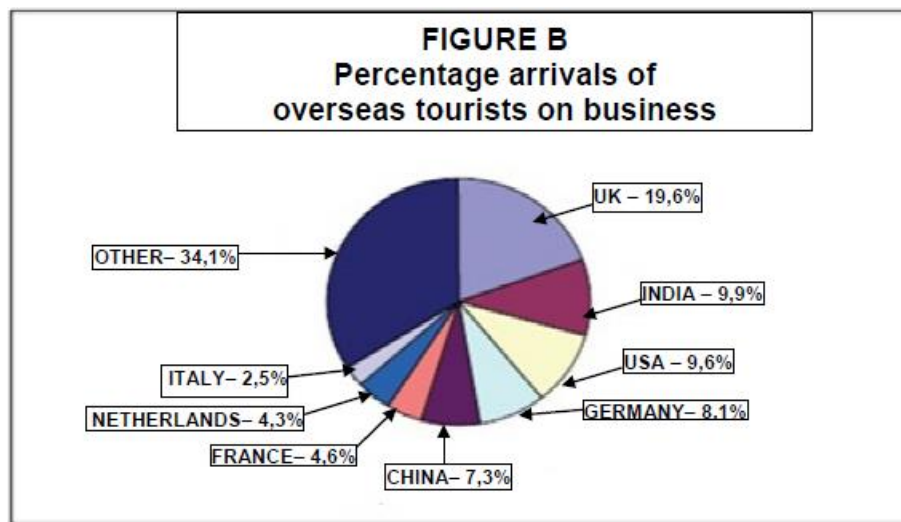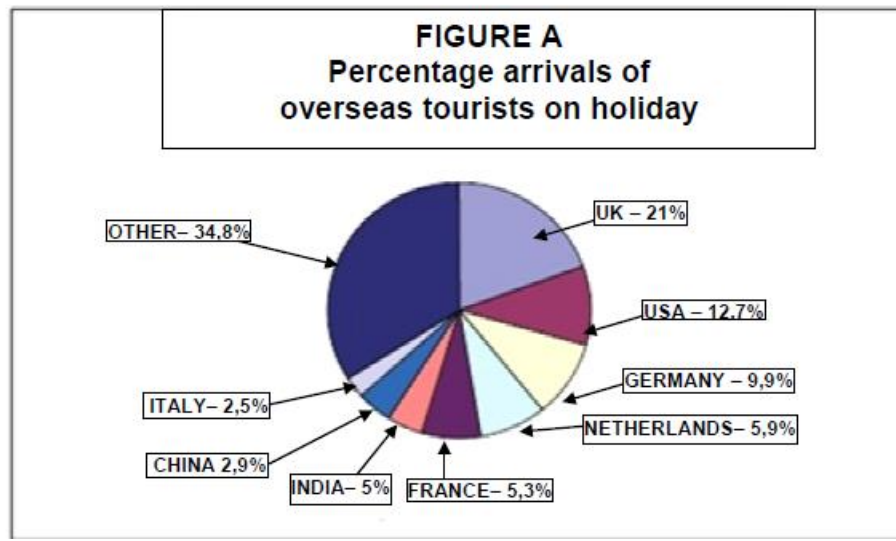
Memorandum/Marking guidelines

- Inform police or contact SAHRA if damage to the paintings has been witnessed.
- Compulsory tour guide to escort visitors to the attraction.
- Raise educational awareness on treating rock art wit care and respect.
- Visitors must observe rules and procedures at the site.
- Increase security.
- Install security cameras.
- Offer a reward for reporting the crime.
- Impose fines.   (2)

Example 3:

Question 7.1.1 November 2012 DBE

7.1 Study the arrival statistics below and answer the questions that follow.

FIGURE A
Percentage arrivals of
overseas tourists on holiday

OTHER– 34,8%
UK – 21%
USA – 12,7%
GERMANY – 9,9%
NETHERLANDS– 5,9%
ITALY– 2,5%
CHINA 2,9%
INDIA– 5%
FRANCE– 5,3%

FIGURE B
Percentage arrivals of
overseas tourists on business

OTHER– 34,1%
UK – 19,6%
INDIA – 9,9%
USA – 9,6%
GERMANY– 8,1%
ITALY– 2,5%
NETHERLANDS– 4,3%
FRANCE– 4,6%
CHINA– 7,3%

7.1.1 Compare the graphs in FIGURE A and FIGURE B. Identify the country that has more business arrivals than holiday arrivals.

Discussion:
To answer this question, candidates have to understand and interpret the information and data provided in the diagram. Candidates have to compare the two graphs with each other. They have to read and analyse the information on both graphs to identify the differences between business arrivals and holiday arrivals and then identify the country that has more business than holiday tourism arrivals.

Memorandum/Marking guidelines

India/China   (2)

TABLE 6:   EXAMPLES OF HIGHER ORDER QUESTIONS AT LEVEL 5 - EVALUATING

High order: Evaluating: Level 5 **Evaluating refers to the ability of learners to** make a critical **judgement,** for example, on qualities of accuracy, consistency, acceptability, desirability, worth, plausibility, or probability of a **given** argument, or proposed solution, outcome or strategy, using background knowledge of the subject and/or evidence/ information provided by sources to motivate the judgement.

Example 1:

Question 4.2.2 November 2012 DBE

4.1   Study the extract below and answer the questions that follow.

The Masiphumelele Bicycle Tour is a new type of township tour which provides tourists with many opportunities to interact directly with the local Xhosa community.

Tourists direct their spending in the township by purchasing arts and crafts made by the locals. This also encourages the Xhosa people to showcase their culture to tourists.

Experiencing township life is enjoyed by many tourists. This benefits the community both socially and economically.

The use of bicycles during the tour has a low impact on the environment. Indigenous tree planting and organic farming are practised by the locals. The tour also promotes the three R's, that is recycling, reusing and reducing.

[Adapted from www.awol.com]

4.2.2 Do you think the Masiphumelele Bicycle Tour has a competitive advantage over other township tours? Motivate your answer.

Discussion:

Evaluation questions require candidates to make judgement, critique, weigh possibilities and make recommendation or form an opinion by considering available information. To answer this question, candidates have to carefully read the case study and understand the concepts of 'township tours' and 'competitive advantage'. They then have to evaluate whether Masiphumelele Bicycle Tour has a competitive advantage by using background knowledge of the subject and information provided by sources to motivate the judgement. To make a judgement and motivate their answer, they have to make a sound *analysis* of the particulars of case study and have a sound understanding of the principles underpinning competitive advantage. The judgement has to be based on the internal and

external criteria. Answering the question entails 'understanding' and 'applying' but it also involves analysing, evaluating and justifying their opinion by providing evidence.
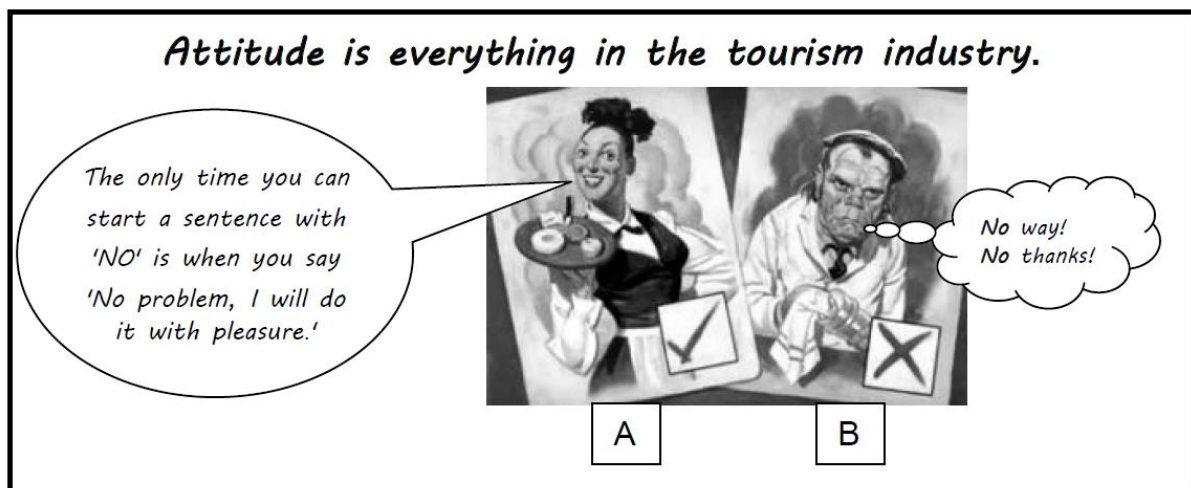
Memorandum/Marking guidelines

Yes, (1)

the bicycle tour is a unique product

The tour has been awarded FTTSA and SATSA accreditation.

Tourists have the opportunity to interact directly to the locals.

It promotes an environmentally friendly way of travel. (3)

Example 2:

Question 8.1.1 November 2012 DBE

Study the picture below

Attitude is everything in the tourism industry.

The only time you can start a sentence with 'NO' is when you say 'No problem, I will do it with pleasure.'

No way! No thanks!

A   B

8.1.1 From the picture above select the person that will be most suitable to employ as front- line staff in your restaurant.
8.1.2 Give one reason for your answer.

Discussion:
To answer these questions, candidates have to read, understand and interpret the picture and the text provided, understand the importance of attitude and the concept of 'frontline staff 'and of a 'suitable person' in the context of running a restaurant. They have to apply their knowledge and understanding of the principles underpinning service in the tourism industry to evaluate which of the two people in the picture are suitable as restaurant front line staff, and express and justify their choice. They have to use criteria (regarding the suitability of people as frontline staff) to make a principled judgement and explain their decision. Thus, this question is classified as an 'evaluating' question.

Memorandum/Marking guidelines	
The lady [A]	(1)
- She has the right attitude to work in the tourism industry. - She has a positive disposition. - She is friendly. - Willing to go the extra mile.	(2)

Example 3:

Question 5.1.4 November DBE

Read the extract below and answer the questions that follow.

Tourists consider excellent service as well as price when buying a tourism product. There are many different ways to price a tourism product. Below are two different pricing methods used in the tourism industry.

Demand-based pricing	Competition-based pricing
A strategy used by a product owner to charge higher prices when there is a demand for the product and lower prices when there is not much demand. For example, an owner of a guest house will increase his prices during the school holidays because there is a greater demand for accommodation.	A strategy used by the product owner to charge the same price as another owner that sells the same product within the same area. For example, two spaza shops sell fish and chips in the same area. The point of sale is determined by service, discounts, packaging and character.

5.1.4
(a) Identify the *most suitable* pricing method for the craft shop in frame A.
(b) Motivate your answer.

Discussion:

To answer the two questions above, candidates have to read and understand two separate information boxes, and consider the photo in frame A. They have to understand the concepts of 'demands-based pricing' and 'competition-based pricing'. In Part (a) of the question they have to form an opinion of the most suitable pricing method for the craft shop situation shown in Frame A using the information provided in the information boxes to make their choice. Part (b) requires a judgement from candidates, and, to make this judgement, they have to make a sound analysis of the picture in Frame A and infer the needs of the

particular situation. In Part (b) they have to defend their opinion. To motivate the pricing method, they have selected for the craft shop, they have to have a sound understanding of the principles underpinning tourism marketing.

Memorandum/Marking guidelines

a) Competition-based pricing
b) The craft shop owner will charge the same price for their items as the other craft shops on the same route.

OR alternative

- Demand-based pricing.
- The craft shop can price his goods based on the demand and supply principle.
- Price can be based on seasonality. (3)

TABLE 7:   EXAMPLES OF HIGHER ORDER QUESTIONS AT LEVEL 6 – CREATING

High order: Creating: Level 6

Creating refers to the ability of learners to:
- adapt a variety of appropriate strategies to **solve** novel/ non-routine/complex/ open-ended **problems**.
- **integrate** tourism concepts, principles, ideas and information, make connections and relate **parts** of material, ideas, information or operations to one another and **to an overall structure** or purpose.
engage in **original thought, generate and support own ideas/arguments** and put elements together to form a coherent whole.

Example 1:

This question has been created for this exemplar book and is 'CAPS compliance'.

A major conference is taking place in Cape Town. The conference organiser has been asked to put together a one-day excursion for the partners of conference delegates.

1.1 Draft a programme that includes a minimum of three attractions and one stop where they can buy Cape Town, and locally produced arts and crafts. The tour will depart the city centre at 9am and return between 5pm and 6pm. You must show timings throughout the day, e.g.:

- 09.00 Depart Hotel
- 09.45 Arrive for … tour, etc.
- 11.00 Depart … etc.

The conference organiser has been contacted by a well-known American company which wants to offer a trip to South Africa as part of an incentive travel

package. They have asked the conference organiser to suggest a four day three-night touring holiday to South Africa in May.

Their requirements are as follows.
- A minimum of 4-star accommodation.
- Visits to at least four visitor attractions, one of which should be a social/ political heritage attraction, and one a winery.
- The opportunity to spend half a day hiking, golfing, game viewing or fishing, depending on the individual interests of the visitors.

They are flying into Cape Town, arriving at 13:00 on a Monday and leaving at 20:00 on a Thursday.

1.2 Draft a programme that can be presented to the company, including your suggestions for suitable overnight accommodation and transport. For the half-day special interest activities, choose **one** special interest activity i.e. golfing, hill walking or fishing.

Describe the location and appeal for your chosen activity and outline any regulations that visitors may have to consider

Example

Day	Time	Transport	Accommodation	Activities	Budget

Discussion:

In Tourism 'creating' questions usually entail the creation of itineraries, designing promotion material and writing data-related feedback. These questions are usually covered through the Practical Assessment Task (PAT), but in the CAPS document itineraries can appear in examination papers. Answering the above question involves providing a two-part answer: In Part a) candidates have to *create* a programme for a one-day excursion; in Part b) they have to *create* a four-day itinerary. They have to work out each itinerary according to particular requirements.

In drafting the one-day programme, candidates have to come up with attractions which are appropriate for general interest visitors. They have to think of an appropriate example of South African or locally (Cape Town) produced arts and crafts. They have to ensure that the options offered provide sufficient contrast in terms of content. They have to allocate a reasonable time period for each activity proposed and ensure that the programme is feasible. This task requires candidates to put parts together to form a new whole (synthesis). They have to *apply* their *knowledge* and understanding of itineraries in order to make a selection of attractions and arts and craft, and plan a programme for general interest visitors. To do this, they have to make judgements about which activities are appropriate and feasible (evaluate). In pulling the different elements together to draft a programme, they are creating.

In drafting the programme, candidates need to provide a brief description of the

appeal of South Africa to overseas visitors such as the quality of scenery and landscape. They have to make appropriate choices of overnight stops for a three-night journey. They have to think of four appropriate visitor attractions including one social/political heritage attraction, and one winery. They have to create opportunities and identify suitable locations for specialist outdoor activities, i.e., fishing, golf, sailing, hiking, adventure sports, golf, etc. with reference to regulations involved. In creating the programme, they have to consider feasibility in terms of journey times and allocating a realistic time period for each activity proposed. Answering the question requires candidates to be creative. They have to consider all the different aspects to produce a coherent programme.

Memorandum/Marking guidelines

Day	Time	Transport	Accommodation	Attractions	Activities	Budget
1 2 Feb 2016	08:30	Bus	Fountains Hotel	Groot Constantia	Cellar Tour Tour of old Manor House	R180
	10:30	Bus		Castle	Castle Tour	R100
	13:00	Boat		Robben Island	Drive around the Island Prison Tour Visit cell of Nelson Mandela	R255
	16:30	Boat/Bus				

- Times must correspond with distances and activities.
- Budgets must be worked out carefully.
- 7 marks for each of the sub-components, e.g. transport and an additional.
- 1 mark if the itinerary is coherent.   (8)

Example 2:

Question 8.4 November 2014 DBE

Study the extract below and answer the questions that follow.

CTi Couriers – Use us as your delivery service.
We deliver on time anywhere in the world.

CTi is a typical example of an auxiliary (support) service in tourism, predominantly servicing the MICE*/MESE** sector.

*MICE: Meetings, Incentives, Conferences, Exhibitions   **MESE: Meetings, Exhibitions, Special Events

Leaving the planet a better place for future generations

CTi is committed to corporate social investment (CSI) and firmly believes that, as a global organisation, there are three main areas that help us achieve our goal of ensuring that we leave the planet a better place for future generations.

Our CSI strategies are: Delivering better lives, CTi *thinkgreen*, Moving your business

[Adapted from www.go2uti.com]

8.3 Due to the nature of CTi's business operations, they have a responsibility to reduce their carbon footprint.
Recommend THREE points that can be included in CTI's environmental policy with regard to its road transport.

Discussion:

To answer this question, candidates need to know and understand the concept of 'carbon footprint'. They have to apply this knowledge and understanding to come up with three recommendations to be included in CTI's roads transport. They have to recognize that the recommendations need to adhere to principals of reducing the 'carbon footprint'. It is a creating process because candidates have to come up with own ideas which they have to formulate in three valid points.

Memorandum/Marking guidelines

Find responsible ways of re-using or recycling of old tyres.

Use fuel-efficient vehicles.

Use motorcycles/bicycles/ to service short distance deliveries.
- Ensure that vehicles are mechanically sound, e.g. no spills.
- Washing vehicles in a responsible manner by saving water.

	• Ensure economically route planning.	
	• Tracking and monitoring of proper use of vehicles.	
	• Use larger vehicles /bulk transportation to minimize trips.	(6)

Example 3:

This question has been created for this exemplar book.

Write a short article (250 words) in paragraph format where you recommend THREE ways in which local authorities can involve the community in saving the rhino.

<u>Discussion</u>:

To answer this question, candidates need to understand the concept of 'local communities' and 'local authorities'. They have to recall their knowledge of general conservation strategies. They have to apply their knowledge and understanding to come up with three recommendations and make a coherent argument or justification of recommendations for specific rhino conservation they have formulated. The process of formulating recommendations requires analysing and creating. However, candidates also have to engage in original thought, generate and support own ideas/arguments and put elements together to form a coherent whole to write the article. Thus, the question is classified as a 'creating' question.

<u>Memorandum/Marking guidelines</u>

Discuss: (8)

General conservation strategies.
Three recommendations and make a coherent argument or justification of recommendations for specific rhino conservation:
- Legalize trade in rhino horn.
- Remove horn from rhino.
- Use of other role players.
- Move rhino to safer environments.

Use of the local community
- Income from products and trade.
- Training of field guides.
- Reporting poaching.   (7)

Paragraph format   (1)

To accomplish the goal of discriminating between high achievers, those performing very poorly, and all candidates in between, examiners need to vary the challenge of examination questions. Until recently, the assumption has been that 'alignment' with the allocated percentage of marks for

questions at the required cognitive demand levels meant that sufficient examination questions were relatively easy; moderately challenging; and difficult for candidates to answer.

However, research and candidate performance both indicate that a range of factors other than type of cognitive demand contributes to the cognitive challenge of question. Such factors include the level of content knowledge required, the language used in the question, and the complexity or number of concepts tested. In other words, cognitive demand levels on their own do not necessarily distinguish between degrees of difficulty of questions.

This research helps, to some extent, explain why, despite that some NSC examination papers have complied with the specified cognitive demand weightings stipulated in the policy, they have not adequately distinguished between candidates with a range of academic abilities in particular between higher ability candidates. As a result, examiners, moderators and evaluators are now required to assess the difficulty of level of each examination question in addition to judging its cognitive demand.

Section 7 below explains the new protocol introduced by Umalusi for analysing examination question difficulty.

7. ANALYSING THE LEVEL OF DIFFICULTY OF EXAMINATION QUESTIONS

When analysing the level of difficulty of each examination question, there are six important protocols to note. These are:

1. Question difficulty is **assessed independently** of the type and level **of cognitive demand**.
2. Question difficulty is assessed against **four levels of difficulty**.
3. Question difficulty is determined against the assumed capabilities of the **ideal** '**envisaged**' Grade 12 Tourism NSC examination **candidate**.

4. Question difficulty is determined using **a common framework** for thinking about question difficulty.
5. Question difficulty entails **distinguishing unintended sources of difficulty** or ease **from intended sources of difficulty** or ease.
6. Question difficulty entails identifying **differences** in levels of difficulty **within a single question**.

Each of the above protocols is individually explained and discussed below.

7.1 Question difficulty is assessed independently of the type and level of cognitive demand

As emphasised earlier in this exemplar book, the revised Umalusi NSC examination evaluation instruments separate the analysis of the type of cognitive demand of a question from the analysis of the level of difficulty of each examination question. Cognitive demand describes the *type of cognitive process* that is required to answer a question, and this does not necessarily equate or align with the *level of difficulty* of other aspects of a question, such as the difficulty of the content knowledge that is being assessed. For example, a recall question can ask a candidate to recall very complex and abstract scientific content. The question would be categorised as Level 1 in terms of the cognitive demand taxonomy but may be rated as 'difficult' (Level 3 Table 8 below).

Note:
Cognitive demand is just one of the features of a question that can influence your comparative judgments of question difficulty. The type and level of cognitive process involved in answering a question does not necessarily determine how difficult the question would be for candidates. Not all evaluation/synthesis /analysis questions are more difficult than questions involving lower-order processes such as comprehension or application.

7.2 Question difficulty is assessed at four levels of difficulty

The revised Umalusi NSC examination evaluation instruments require evaluators to exercise expert judgments about whether each examination question is 'Easy', 'Moderately challenging', 'Difficult' or 'Very difficult' for the envisaged Grade 12 learner to answer. Descriptions of these categories of difficulty are shown in Table 8.

TABLE 8:   LEVELS OF DIFFICULTY OF EXAMINATION QUESTIONS

1	2	3	4
Easy for the envisaged Grade 12 candidate to answer.	**Moderately challenging** for the envisaged Grade 12 candidate to answer.	**Difficult** for the envisaged Grade 12 candidate to answer.	**Very difficult** for the envisaged Grade 12 candidate to answer. The skills and knowledge required to answer the question allow for the top candidates (*extremely* high-achieving/ability candidates) to be discriminated from other high achieving/ability candidates).

Note:
The forth level, 'very difficult' has been included in the levels of difficulty of examination questions to ensure that there are sufficient questions that discriminate well amongst higher ability candidates.

7.3 Question difficulty is determined against the assumed capabilities of the ideal 'envisaged' Grade 12 Tourism NSC examination candidate

The revised Umalusi NSC examination evaluation instruments require evaluators to exercise expert judgments about whether each examination question is 'Easy', 'Moderately challenging', 'Difficult' or 'Very difficult' for the '**envisaged**' Grade 12 learner to answer (Table 8). In other words, assessment of question difficulty is linked to a particular target student within the population of NSC candidates, that is, the Grade 12 candidate of average intelligence or ability.

The Grade 12 learners that you may have taught over the course of your career cannot be used as a benchmark of the 'envisaged' candidate as we cannot know whether their abilities fall too high, or too low on the entire spectrum of all Grade 12 Tourism candidates in South Africa. The revised Umalusi NSC examination evaluation instruments thus emphasise that, when rating the level of the difficulty of a particular question, your conception of the 'envisaged' candidate needs to be representative of the entire population of candidates for all schools in the country, in other words, of the overall Grade 12 population.

Most importantly, the conception of this 'envisaged' candidate is a learner who has been taught the whole curriculum adequately by a teacher who is qualified to teach the subject, in a functioning school. There are many disparities in the South African education system that can lead to very large differences in the implementation of the curriculum. Thus this 'envisaged' learner is not a typical South African Grade 12 learner – it is an intellectual construct (an imagined person) whom you need to imagine when judging the level of difficulty of a question. This ideal 'envisaged' Grade 12 learner is an aspirational ideal of where we would like all Tourism learners in South Africa to be.

> ***Note:***
> The concept of the ***ideal envisaged Grade 12 candidate is*** that of an imaginary learner who has the following features:
> a. Is of average intelligence or ability
> b. Has been taught by a competent teacher
> c. Has been exposed to the entire examinable curriculum
> This envisaged learner represents an imaginary person who occupies the middle ground of ability and approaches questions *having had all the necessary schooling.*

7.4 Question difficulty is determined using a common framework for thinking about question difficulty

Examiners, moderators and evaluators **in all subjects** are now provided with a common framework for thinking about question difficulty to use when identifying sources of difficulty or ease in each question, and to provide their reasons for the level of difficulty they select for each examination question.

The framework described in detail below provides the main sources of difficulty or 'ease' inherent in questions. The four sources of difficulty which must be considered when thinking about the level of difficulty of examination questions in this framework are as follows.

1. '**Content difficulty**' refers to the difficulty inherent in the subject matter and/or concept/s assessed.
2. '**Stimulus difficulty**' refers to the difficulty that candidates confront when they attempt to read and understand the question and its source material. The demands of the reading required to answer a question thus form an important element of 'stimulus difficulty'.
3. '**Task difficulty**' refers to the difficulty that candidates confront when they try to formulate or produce an answer. The level of cognitive demand of a question forms an element of 'Task difficulty', as does the demand of the written text or representations that learners are required to produce for their response.
4. '**Expected response difficulty**' refers to difficulty imposed by examiners in a marking guideline, scoring rubric or memorandum. For example, mark allocations affect the amount and level of answers students are expected to write.

This framework derived from Leong (2006) was chosen because it allows the person making judgments about question difficulty to grapple with nuances and with making connections. The underlying assumption is that judgment of question difficulty is influenced by the interaction and overlap of different aspects of the four main sources of difficulty. Whilst one of the above four sources of difficulty may be more pronounced in a specific question, the other three sources may also be evident. Furthermore, not all four sources of difficulty need to be present for a question to be rated as difficult.

The four-category conceptual framework is part of the required Umalusi examination evaluation instruments. Each category or source of difficulty in this framework is described and explained in detail below (Table 9). Please read the entire table very carefully.

TABLE 9:   FRAMEWORK FOR THINKING ABOUT QUESTION DIFFICULTY

CONTENT/CONCEPT DIFFICULTY
Content/concept difficulty indexes the difficulty in the **subject matter, topic or conceptual knowledge** assessed or required. In this judgment of the item/question, difficulty exists in the **academic and conceptual demands** that questions make and/or the **grade level** boundaries of the various 'elements' of domain/subject knowledge (topics, facts, concepts, principles and procedures associated with the subject).
For example:
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 or very difficult for most candidates. 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 **'basic content'** or subject knowledge candidates would have learnt at lower grade levels, and which would be familiar to them are *unlikely* to pose too much of a challenge to most candidates. Questions that require general everyday knowledge or knowledge of 'real life' experiences are *often* easier than those that test more **specialized** school **knowledge**. Questions involving only concrete objects, phenomena, or processes are *usually* easier than those that involve more **abstract constructs, ideas, processes or modes.**

Questions which test learners' understanding of theoretical or **de-contextualised issues or topics**, rather than their knowledge of specific examples or contextualised topics or issues *tend* to be more difficult. Questions involving familiar, contemporary/current contexts or events are *usually* easier than those that are more **abstract or** involve **'imagined' events** (e.g. past/future events) or **contexts** that are **distant from learners' experiences.**

Content difficulty may also be varied by changing **the number of knowledge elements or operations assessed**. *Generally,* the difficulty of a question increases with the number of knowledge elements or operations assessed. Questions that assess learners on two or more knowledge elements or operations are *usually* (but not always) more difficult than those that assess a single knowledge element or operation.

Assessing learners on **a combination of knowledge elements or operations that are seldom combined** *usually* increases the level of difficulty.

EXAMPLES OF INVALID OR UNINTENDED SOURCE OF CONTENT DIFFICULTY
- Testing obscure or unimportant concepts or facts that are not mentioned in the curriculum, or which are unimportant to the curriculum learning objectives.   - Testing very advanced concepts or operations that candidates are extremely unlikely to have had opportunities to learn.

STIMULUS DIFFICULTY
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, interpret and understand the words and phrases in the question AND when they attempt to read and understand the **information or 'text' or source material (diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompanies the question.**

For example:
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. idiomatic or grammatical language not usually encountered in everyday language), or that require more technical comprehension and specialised command of words and 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, questions that contain no irrelevant or distracting information, are *generally* easier than those that require candidates to select relevant and appropriate information or **unpack a large amount of information** for their response. A question **set in a very rich context** *can* increase question difficulty. For example, learners *may* find it difficult to select the correct operation when,

for example, a mathematics or accountancy question is set in a context-rich context.

Although the level of difficulty in examinations is *usually* revealed most clearly through the questions, text complexity or the degree of **challenge or complexity in written or graphic texts** (such as a graph, table, picture, cartoon, etc.) that learners are required to read and interpret in order to respond *can* increase the level of difficulty. Questions that depend on reading and selecting content from a text *can* be more challenging than questions that do not **depend on actually reading the accompanying 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. Questions that tell learners where in the text to look for relevant information are *usually* easier than those where **learners are not told where to look**.

The level of difficulty *may* increase if texts set, and reading passages or other **source material** used are challenging for the grade level, and make **high reading demands** on learners at the grade level. Predictors of textual difficulty include:

- **semantic content** – for example, if vocabulary and words used are typically outside the reading vocabulary of Grade 12 learners, 'texts' (passage, cartoon, diagram, table, etc.) are *usually* more difficult. 'Texts' are *generally* easier if words or images are made accessible by using semantic/context, syntactic/structural or graphophonic/visual cues.
- **syntactic or organisational structure** – for example, sentence structure and length. For example, if learners are likely to be *familiar with the structure* of the 'text' or resource, for example, from reading newspapers or magazines, etc. 'texts' are *usually* easier than when the structure is unfamiliar.
- **literary techniques** – for example, abstractness of ideas and imagery – and **background knowledge required**, for example, to make sense of allusions.
- if the **context** is **unfamiliar** or remote, or if candidates do not have or are **not provided with access to the context** which informs a text (source material, passage, diagram, table, etc.) they are expected to read, and which informs the question they are supposed to answer and the answer they are expected to write, then constructing a response is *likely* to be more difficult than when the context is provided or familiar.

Questions which require learners to **cross-reference different sources** are *usually* more difficult than those which deal with one source at a time.

Another factor in stimulus difficulty is presentation and visual appearance. For example, type face and size, use of headings, and other types of textual organisers etc. can aid **'readability'** and make it easier for learners to interpret the meaning of a question.

EXAMPLES OF INVALID OR UNINTENDED SOURCES OF STIMULUS DIFFICULTY

- 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).

TASK DIFFICULTY
Task difficulty refers to the **difficulty that candidates confront when they try to formulate or produce an answer**.

For example:

In most questions, to generate a response, candidates have to work through the steps of a solution. *Generally*, questions that **require more steps in a solution** are more difficult than those that require fewer steps. Questions involving only one or two steps in the solution are *generally* easier than those where several operations required for a solution**.**

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 or cues (e.g. a clear and detailed framework for answering) are *generally* easier than those that are more open ended and require candidates to form or tailor their **own response strategy** or argument, 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.

Questions that test specific knowledge are *usually* less difficult that **multi-step, multiple-concept or operation questions**.

A question that requires the candidate to **use** a **high level of** appropriate **subject specific, scientific or specialised 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.

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**.

Narrative or descriptive writing, for example where the focus is on recounting or ordering a sequence of events chronologically, is *usually* easier than **writing discursively** (**argumentatively or analytically**) where ideas need to be developed and ordered logically. Some questions reflect task difficulty simply by **'creating the space' for A-grade candidates** to demonstrate genuine insight, original thought or good argumentation, and to write succinctly and coherently about their knowledge.

Another element is the **complexity in structure of the required response**. When simple connections between ideas or operations 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 required. A response which involves **combining or linking a number of complex ideas or operations** is *usually* more difficult than a response where there is no need to combine or link ideas or operations.

On the other hand, questions which require continuous prose or extended writing *may* also be easier to answer correctly or to get marks for than questions that require no writing at all or single letter answer (such as multiple choice), or a brief response of one or two words or short phrase/s because they **test very specific knowledge**.

The **cognitive demand** or **thinking processes** required form an aspect of task difficulty. Some questions test thinking ability, and learners' capacity to deal with ideas, etc. Questions that assess inferential comprehension or application of knowledge, or that require learners 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. On the other hand, 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** (for example, their own knowledge of the subject) or transform information to answer the question.

Questions that require learners to take or **transfer** ideas, **skills or knowledge from one context/subject area and use them in another** *tend* to be more difficult.

EXAMPLES OF INVALID OR UNINTENDED SOURCES OF TASK DIFFICULTY

- 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.
- 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).
- Questions which involve potential follow-on errors from answers to previous questions.

EXPECTED RESPONSE DIFFICULTY

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:

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**.

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 explicit, straight-forward or logical (i.e. 3 marks for listing 3 points) than when the **mark allocation is indeterminate or implicit** (e.g. when candidates need all 3 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 amount of answers in their response that 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), 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 own ideas or original thoughts) are *generally* harder to mark/score objectively. The best way to test for analysis, evaluation, synthesis and creativity is usually through extended writing. Such extended writing *generally* requires 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 or

where the correct answer may be arrived at through different strategies *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.

EXAMPLES OF INVALID OR UNINTENDED SOURCES OF EXPECTED RESPONSE DIFFICULTY
- Mark allocation is unclear or illogical. The weighting of marks is important 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. For example, there is no clear correlation between the mark indicated on the question paper and the mark allocation of the memorandum.   - 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 described above does not provide you with explicit links between the different sources of difficulty, or show relationships and overlaps between the different categories and concepts in the framework. This is because it is impossible to set prescribed rules or pre-determined combinations of categories and concepts used for making judgments about the source of difficulty in a particular examination question.

The intention behind the framework is to allow you to exercise your sense of judgment as an expert. The complexity of your judgment lies in your ability as an expert to recognise subtle interactions and identify links between different categories of a question's difficulty or ease. For example, a question that tests specific knowledge of your subject can actually be more difficult that a multi-step question because it requires candidates to explain a highly abstract concept, or very complex content. In other words, although questions that

test specific knowledge are *usually* less difficult than multiple-concept or operation questions, the level of difficulty of the content knowledge required to answer a question can make the question more difficult than a multi-step or multi-operation question.

Not all one-word response questions can automatically be assumed to be easy. For example, multiple-choice questions are not automatically easy because a choice of responses is provided – some can be difficult. As an expert in your subject, you need to make these types of judgments about each question.

> **Note:**
> It is very important that you become extremely familiar with the framework explained in Table 9, and with each category or source of difficulty provided (i.e. content difficulty, task difficulty, stimulus difficulty, and expected response difficulty). You need to understand the examples of questions which illustrate each of the four levels (Table 10 to Table 13). This framework is intended to assist you in discussing and justifying your decisions regarding the difficulty level ratings of questions. You are expected to refer to all four categories or sources of difficulty in justifying your decisions.
> When considering question difficulty ask:
> How difficult is the knowledge (content, concepts or procedures) that is being assessed for the envisaged Grade 12 candidate? (Content difficulty)
> How difficult is it for the envisaged Grade 12 candidate to formulate the answer to the question? In considering this source of difficulty, you should take into account the type of cognitive demand made by the task. (Task difficulty)
> How difficult is it for the envisaged Grade 12 candidate to understand the question and the source material that need to be read to answer the particular question? (Stimulus difficulty)
> What does the marking memorandum and mark scheme show about the difficulty of the question? (Expected response difficulty)

7.5   Question difficulty entails distinguishing unintended sources of difficulty or ease from intended sources of difficulty or ease

Close inspection of the framework for thinking about question difficulty (Section 7.4, Table 9) above, shows that, for each general category or source of difficulty, the framework makes a distinction between 'valid' or intended,

and 'invalid' or unintended sources of question difficulty or ease. Therefore, defining question difficulty entails identifying whether sources of difficulty or ease in a question were intended or unintended by examiners. Included in Table 9 are examples of unintended sources of difficulty or ease for each of the four categories.

Valid difficulty or 'easiness' in a question has its source in the requirements of the question, and is **intended** by the examiner (Ahmed and Pollit, 1999). Invalid sources of difficulty or 'easiness' refer to those features of question difficulty or 'easiness' that were **not intended** by the examiner. Such unintended 'mistakes' or omissions in questions can prevent the question from assessing what the examiner intended, and are likely to prevent candidates from demonstrating their true ability or competence, and can result in a question being easier or more difficult than the examiner intended.

For example, grammatical errors in a question that could cause misunderstanding for candidates are unintended sources of question difficulty because the difficulty in answering the question could lie in the faulty formulation of the question, rather than in the intrinsic difficulty of the question itself (for example, because of stimulus difficulty). Candidates "may misunderstand the question and therefore not be able to demonstrate what they know" (Ahmed and Pollit, 1999, p.2). Another example is question predictability (when the same questions regularly appear in examination papers or textbooks) because familiarity can make a question which was intended to be difficult, less challenging for examination candidates.

Detecting unintended sources of difficulty or ease in examinations is largely the task of moderators. Nevertheless, evaluators also need to be vigilant about detecting sources which could influence or alter the intended level of question difficulty that moderators may have overlooked.

> *Note:*
> When judging question difficulty, you should distinguish **unintended sources of question difficulty or ease** from those sources that are **intended**, thus ensuring that examinations have a range of levels of difficulty that does not include invalid sources of difficulty. The framework for thinking about question difficulty allows you to systematically identify technical and other problems in each question. Examples of problems might be: unclear instructions, poor phrasing of questions, the provision of inaccurate and insufficient information, unclear or confusing visual sources or illustrations, incorrect use of terminology, inaccurate or inadequate answers in the marking memorandum, and question predictability. You should **not** rate a question as difficult/easy if the source of difficulty/ease lies in the 'faultiness' of the question or memorandum. Instead, as moderators and evaluators, you need to alert examiners to unintended sources of difficulty/ease so that they can improve questions and remedy errors or sources of confusion before candidates write the examination.

7.6 Question difficulty entails identifying differences in levels of difficulty within a single question

An examination question can incorporate more than one level of difficulty if it has subsections. It is important that the components of such questions are 'broken down' into to their individual levels of difficulty.

> *Note:*
> Each subsection of a question should be analysed separately so that the percentage of marks allocated at each level of difficulty and the weighting for each level of difficulty can be ascertained as accurately as possible for that question.

8. EXAMPLES OF QUESTIONS AT DIFFERENT LEVELS OF DIFFICULTY

This section provides at least **three** examples of questions from previous Tourism NSC examinations (Table 10 to Table 13) categorised at each of the four levels of difficulty described in Section 7 (Table 8) above. These examples were selected to represent the **best and clearest** examples of each level of difficulty that the Tourism experts could find. The discussion below each example question tries to explain the reasoning behind the judgments made about the categorisation of the question at that particular level of difficulty.

TABLE 10: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 1 – EASY

Example 1:
Question 4.1.6 November 2012 DBE Name the document that was signed in 1997 by many countries to limit greenhouse gases and reduce global warming.
Discussion: This question is classified as 'easy' because; • The terms used in this question (greenhouse gases and global warming) should be familiar to all Grade 12 Tourism candidates. The question is clear, straightforward and easy to understand and very specific. The wording of the question is simple **(stimulus)**. • Answering this question requires knowing the name 'the Kyoto protocol' and knowing what this document was for. These facts are easy for the envisaged candidate to remember **(content)**. • The name of the document should be easy for the envisaged Grade 12 candidates to recall. Answering the question involves remembering one fact and writing two words **(task)**. • One mark is allocated for one answer making the mark allocation and marking straightforward. The envisaged Grade 12 candidate should have no problem achieving the marks allocated **(expected response)**. The question is easy in terms of concept/content, stimulus material, task and expected response.
Memorandum/Marking guidelines Kyoto Protocol   (1)
Example 2:
Question 1.2.1 November 2013 DBE Give ONE word/term/phrase for each of the following description. Write only the word/ term/phrase next to the question number (1.2.1-1.2.5) in the answer book. 1.2.1 The currency code for South Africa's unit of currency.
Discussion: Question 1.2.1 is classified as 'easy' because: • The question is unambiguous and the terms used should be familiar to candidates. The concept, currency code, should be familiar to the envisaged Grade 12 candidate. Answering the question does not require reading or referring to any source material **(stimulus)**. • To answer this question, Grade 12 candidates need to know currency codes. This content is easy for the envisaged Grade 12 Tourism candidate **(content)**. • Candidates simply have to remember what they have learnt in class and from their textbooks and then write only one word for the answer **(task)**.

• One term is needed in the response and the one mark is awarded for a single response making the mark allocation and marking straightforward. The envisaged Grade 12 candidate should have no problem achieving the mark allocated **(expected response)**.
The question is thus easy in terms of concept/content, stimulus material, task and expected response.

Memorandum/Marking guidelines

ZAR   (1)

Example 3:

Question 6.1.2 November 2011 DBE

State TWO ways in which Mr Taylor can minimise the effects of jetlag. (2 marks)

Discussion:

This question is classified as 'easy' because:

- The question is straightforward, easy to read and understand. The instructions for the question are simple and easy to follow. The question contains no complex terms – all Grade 12 candidates should be familiar with the everyday term 'jetlag' **(stimulus)**.
- To answer this question candidates have to have basic knowledge of an easy concept; how to avoid jetlag. This is basic curriculum content and general knowledge which should be familiar to all Grade 12 Tourism candidates **(content)**.
- There are more than two ways in which to minimise the effects of jetlag but candidates only need to remember two of them and present their answers in two short sentences or phrases, for example by writing: *Avoid alcohol and caffeine; Exercise moderately during the flight; Drink lots of water*, so the task is easy. They have to recall what they have learned in class **(task)**.
- One mark is allocated for each correct answer, that is, one mark for each way that the candidate provides, making the marking and mark allocation straightforward. The envisaged Grade 12 candidate should have no difficulty achieving the two marks allocated. Allocation of marks is clear **(expected response)**.

The question is thus easy in terms of concept/content, stimulus material, task and expected response.

Memorandum/Marking guidelines

- Avoid alcohol and caffeine.
- Exercise moderately during the flight.
- Drink lots of water.
- Eat light meals during the flight.
- Set your wrist watch to the destinations local time.
- Fly earlier to allow recovery.

- Sleep during the flight. (2)

TABLE 11: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 2 – MODERATE

Example 1:

Question 4.1.1 November 2011 DBE

4.1 Study the extracts below and answer the questions that follow.

The South African tourism industry has in the last century shifted towards tourism that is focused on the 'triple bottom line'. Responsible tourism practices have become the vehicle for sustainable tourism development and have been adopted by industry role players and tourists.

The three tourism businesses below were finalists for the Imvelo Awards in 2010.

AVIS	MOTSETHABO TOURS	TABLE MOUNTAIN CABLEWAY
Avis believes 'People are more important than cars'. The company encourages its employees – or 'brand ambassadors' – to share in the upliftment of communities. Their staff helps to clean, weed, paint buildings and plant trees in disadvantaged communities around the country.	Motsethabo Tours offers township tours around Alexandra near Johannesburg. More tourists are now interested in township tours. Motsethabo Tours is meeting this increased demand which is resulting in their improved economic situation.	The Table Mountain Cableway practices responsible tourism. With 750 000 visitors per year the environment around the mountain can be easily damaged. Visitors are constantly reminded to save water wherever they can. All waste is brought down from the top of the mountain and recycling projects are in place.

[Adapted from *IMVELO Magazine*, November 2010]

4.1.1 Complete the sentence: The Imvelo Awards are given to tourism businesses for their contribution to …

Discussion:

This question is classified as 'moderately difficult' because:
- The question is easy to understand. The words and phrases used are simple and straightforward. However, the stimulus material contains quite a lot of extended text that candidates have to read to find the reference to the Imvelo Awards. On the other hand, the source material does not make very high reading demands, although a few words or phrases such

as 'brand ambassador', 'triple bottom line' and 'disadvantage communities' and responsible tourism might be difficult for the envisaged Grade 12 candidate to understand. The stimulus is thus moderately challenging for the envisaged Grade 12 candidate **(stimulus)**.

- To answer the question, candidates need to have a clear understanding of the concepts, 'responsible tourism' and the 'three pillars of responsible tourism'. They also need to know that the Imvelo Awards is an integral part of 'responsible tourism'. This makes the content moderately difficult for the envisaged Grade 12 candidate **(content)**.

- To answer the question, candidates need to locate the term 'Imvelo Awards' in the source material. They need to interpret the diagram and the text provided in each of the boxes and apply their knowledge and understanding of the Imvelo awards and link the awards to responsible tourism to complete the sentence. All these factors make the task moderately difficult **(task)**.

- One mark is awarded for writing a short phrase. The answer is 'Responsible tourism', but any one of the 'three pillars of sustainable tourism' (social, economic or environmental) would be acceptable. Thus, a range of answers is possible making the expected response moderately difficult. Responses will differ and markers have to carefully evaluate whether different answers are acceptable **(expected response)**.

The question is moderately difficult in terms of concept/content, stimulus, task and expected response.
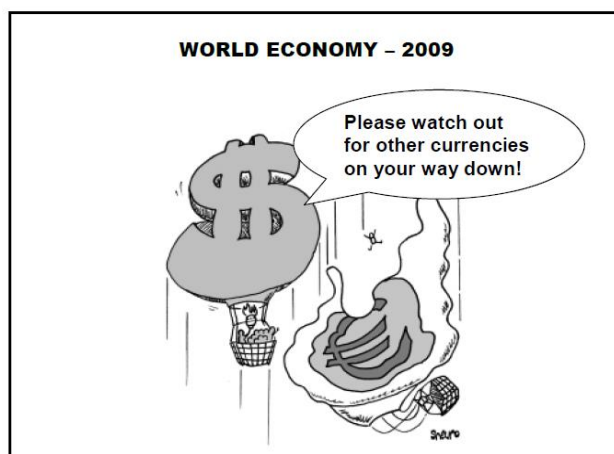
Memorandum/Marking guidelines
'Responsible tourism' (1)

Example 2:
Question 7.2.1 November 2012 DBE 7.2 Study the cartoon below and answer the questions that follow.   7.2.1 Identify the global occurrence illustrated (shown) in the cartoon.

Discussion:

This question is classified as 'moderately difficult' because:

- The question is not linguistically complex and contains one technical term 'global occurrence'. This term should be familiar to the envisaged Grade 12 Tourism candidate. However, answering the question is dependent on correctly interpreting the cartoon which is fairly abstract. The global occurrence illustrated is the global recession in 2009. Candidates have to recognise the global recession by identifying the dollar sign. One 'clue' is provided in the cartoon as to what occurrence is depicted, namely the title: 'World Economy – 2009 making the stimulus moderately difficult rather than difficult **(stimulus)**.
- To answer this question, candidates need a sound knowledge and understanding of the concept, global occurrence and its impact on tourism. These are all moderately difficult concepts for the envisaged Grade 12 candidate **(content)**.
- To answer the question candidates must recall what they know about global events. They have to study, interpret and apply the relatively abstract cartoon to answer the question, making the task moderately difficult **(task)**.
- The mark allocation is straightforward. Two marks are allocated for providing one correct answer. The expected response is short; the answer is the phrase: 'the global recession'. However, some candidates might provide answers such as: currency fluctuation, the falling Euro value, economic instability, depression, recession, economic meltdown and the Euro weakening against the US Dollar. According to the memorandum such alternative answers are also acceptable. This factor makes the expected response moderately difficult as answers may differ. Markers have to carefully evaluate the response given by candidates **(expected response)**.

The question is moderately difficult in terms of concept/content, stimulus, task and expected response.

Memorandum/Marking guidelines

'the global recession'
alternative answers are also acceptable:
- currency fluctuation.
- the falling Euro value.
- economic instability/depression/recession/meltdown.
- the Euro weakening against the US Dollar. (2)

Example 3:
<u>**Question 5.1 November 2013 DBE**</u> Read the advertisements below and answer the questions that follow:

An entrepreneur has R7 million and wants to buy an established adventure tourism business for large groups of tourists. He has to compare the two adventure tourism properties below.

ADVERISMENT A **FOR SALE** **Dullstroom, Mpumalanga** Small 200 ha farm. Fly fishing, horse trails, 4x4 routes, hiking trails, paragliding, camping facilities and a large ten-bedroom house with en suite facilities. R6,2 million Contact Mervin: 072 633 5478		**ADVERISMENT B** **FOR SALE** **Ballito, KZN North Coast** Large 1000 ha working sugar cane farm, 50 km from Durban. Direct access to private beach. Small deep-sea fishing boat included. One cottage with two bedrooms. R5,9 million. Contact Charne: 081 765 8293

5.1.1 Choose the most suitable property for Adventure Tourism and give ONE reason for your choice.

Discussion:
Question5.1.1 is classified as 'moderately difficult' because:

- The instructions in Question 5.1.1 are straightforward and easy to understand. Candidates need to understand the term 'Adventure Tourism' but this term should be familiar to the envisaged Grade 12 candidate. However, candidates also have to read and understand the source material which consists of a fair amount of reading text. Although the language used in the source material is very accessible and the material should be easy for the envisaged Grade 12 candidate to read and understand, it requires them to cross reference two different pieces of information making the stimulus moderately difficult rather than easy **(stimulus)**.

- To answer this question, candidates have to compare the information in both advertisements to make a judgment as to which property is most suitable for Adventure Tourism. Although the cognitive process required is evaluation (higher order), the task is moderately difficult rather than difficult for the envisaged Grade 12 candidate. As answering the question simply involves writing the name of the best property and a short justification. The answer is Dullstroom, Mpumalanga, and candidates need to argue that this establishment lends itself more to a variety of adventure tourism activities. What makes answering this question 'moderately difficult' rather than' easy' is that candidates have to cross reference two different sources to discern the differences between the features of the two properties and recognise which features best lend themselves to Adventure Tourism. The envisaged Grade 12 candidate finds the task of comparing information moderately challenging **(task)**.

- To answer the question candidates need to know and understand Adventure Tourism. This concept is accessible for Grade 12 candidates

(content).
• The memo indicates that 3 marks are allocated to the question. According to the memo, 1 mark is allocated for writing down the most suitable property for the purpose and 2 marks are allocated for providing one reason for their conclusion. The mark allocation is relatively straightforward. What makes the expected response moderately difficulty is that candidates reasons of choice can differ; markers will have to evaluate the motivation given by each of the candidates **(expected response)**.

| |
|---|
| <u>**Memorandum/Marking guidelines**</u> |
| Dullstroom Mpumalanga /Advertisement A/200 ha farm.
It has **more established** adventure tourism facilities. (4)
(If examples are given only 1 mark to be awarded) |

TABLE 12: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 3 – DIFFICULT

Example 1:
<u>**Question 6.3.3 November DBE**</u>
6.3 Use the time zone map and information below to answer the questions that follow. Show ALL calculations and apply DST where necessary.
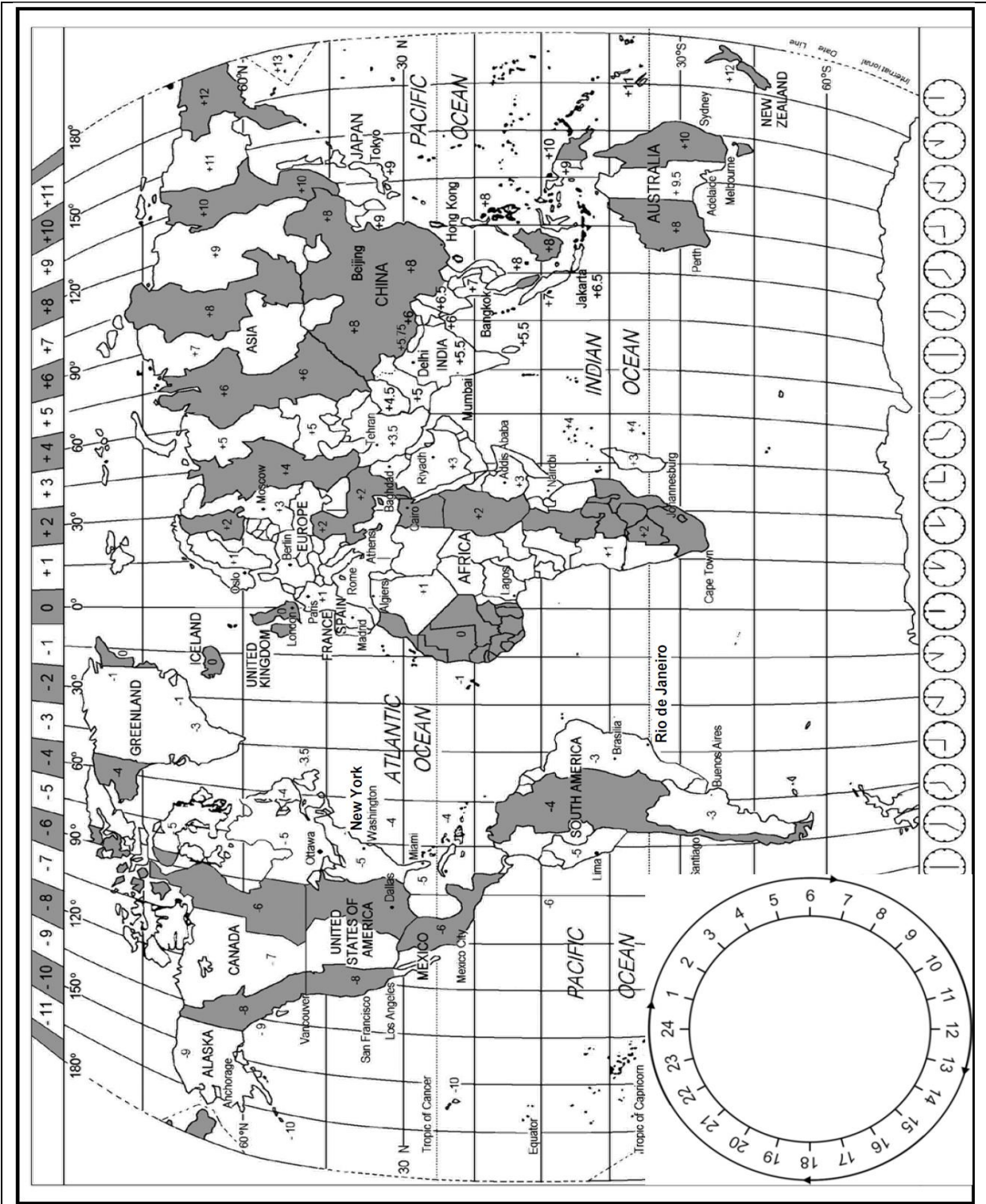
A couple from South Africa is planning a trip to Rio de Janeiro in Brazil. The couple will depart from OR Tambo International Airport. They will fly for 10 hours and arrive in Rio de Janeiro at 11:00 on 10 June.

6.3.3 The next leg of the couple's journey will be New York. They will arrive in New York at 08:00 on 30 June. On arrival, they will call their children in South Africa.

Note: New York is practising DST.

Calculate the time and date the children will receive the call in South Africa.

Discussion:

This question is classified as 'difficult' as it relates to all four levels of difficulty in the framework.

- The opening statement in Question 6.3 and the time zone map as well as the scenario in the text box, form part of the stimulus material for Question 6.6.3. The sources for answering this particular question (6.3.3) consist of the time zone map and the 24-hour clock in the time zone map. Candidates are required to read and interpret the source material and the accompanying text in order to respond. The stimulus material contains a number of specialized terms such as, DST and arrival time. The complexity of the text and the map raise the level of difficulty. The question is also quite technical and difficult to unpack **(stimulus)**.
- To answer this question, candidates need to have a sound understanding of how time zone calculation works. They need to know about factors that impact on time calculations and how to use the time zone map. They need to know about time zone differences and the use of the 24-hour clock and know how to calculate expected time considering daylight savings time. The knowledge required is difficult for the envisaged Grade 12 candidate **(content)**.
- The task involves reading and understanding the question properly. To answer the question, candidates have to recall and apply their knowledge of time zone calculations in an unfamiliar context. They have to integrate a number of knowledge elements to respond appropriately. They have to use the time zone map to locate the three places identified in the question, (Cape Town, Rio and New York). They have to perform three calculations. Firstly, they have to determine the difference in time between the two cities, Cape Town and Rio. To answer Question 6.3.3, they have to calculate the time difference between Rio and New York. Secondly, they have to calculate DST, which means 1 hour must be deducted to obtain the final answer. Thirdly, candidates have to determine the date of the call. Candidates have to decide for themselves on the most appropriate procedure to follow in answering the question and have to perform one or more preliminary calculations (steps) before they can determine the answer. These features make the task difficult for the envisaged Grade 12 candidate. The difference between this question and Example 1 in Table 13 (which shows Very Difficult examples) is that flying time has **not** been incorporated as an additional factor to consider in this question **(task)**.
- Not much writing is involved in the response and 6 marks are allocated for the question as a whole. However, according to the memorandum, 5 marks are allocated for the different steps in the calculation but in the question, the marks allocated for each of the different steps are implicit for candidates. What also makes the expected response difficult for the envisaged Grade 12 candidate is that, if they make a mistake in one of the preliminary steps/calculations, then they cannot obtain the correct final answer. They will not get the mark allocated for their final answer. Candidates will however get

| | marks up to where the calculations are correct **(expected response)**. |
| --- | |

This question is classified as 'difficult' in relation to all four levels of difficulty in the framework.

Memorandum/Marking guidelines
Time difference 7 hours√ Time in New York 8:00 +√ 7 hours = 15:00 √ 15:00 – √1 hour (DST) = 14:00 √ 30/06√ **OR** • 14:00 √√√√ 30/06√   (6)

Example 2:
Question 6.5 November 2011 DBE   a. When exchanging currencies, a different rate of exchange will apply to different transactions. The Bank Selling Rate (BSR) is used when people buy foreign currency from a bank. The Bank Buying Rate (BBR) is used when tourists exchange foreign currency for ZAR. Kagiso, Lionel and Loyiso from South Africa visited Italy and Britain as part of a cultural exchange group. They would like to buy euros to the value of R8 400,00 as part of their spending money. The current exchange rates are given below: <table><tr><td></td><td>**BBR**</td><td>**BSR**</td></tr><tr><td>GBP</td><td>10,98</td><td>11,39</td></tr><tr><td>EURO</td><td>9,70</td><td>10,07</td></tr><tr><td>USD</td><td>6,68</td><td>7,00</td></tr></table> 6.5.1 Calculate the amount of foreign currency they would be receiving. 6.5.2 Upon their return, they have 250 euros and would like to exchange it for South African local currency. Calculate the amount in Rands they will receive.

Discussion:
Both of these sub-questions are classified as 'difficult' because: • The opening statement, scenario and two questions in this example are quite complex to understand. The terminology and phraseology used such as 'exchanging currencies', 'a different rate of exchange', 'current exchange rate', 'foreign currency' are specialised and abstract. To understand the currency table, candidates have to know what the acronyms GBP, EURO and USD stand for – but the envisaged Grade 12 candidate should be familiar with these acronyms. The opening statement provides candidates with definitions of the other two acronyms used in the table: Bank buying rate (BBR) and Bank selling rate (BSR). However, these definitions are quite complex. Although the questions themselves are not very difficult to understand, they do not indicate what calculations are required or where to look on the table for the information needed to answer each question. These factors make the stimulus material difficult for the envisaged Grade 12 candidate to interpret **(stimulus)**.

- To answer Question 6.5, candidates have to know about and have a sound understanding of the differences between the bank buying and selling rate and the correct application of these rates. Besides knowing the difference between the two rates, they also have to know which of the two rates to apply given the context of each of the two sub-questions. If they make a mistake in identifying the rate, their calculations will be incorrect. In Question 6.5.1, the bank is selling forex to the tourists (BSR). In Question 6.5.2, candidates have to know about BBR as the bank is now buying the forex from the tourists. Not only do candidates have to know the difference between the two rates, they also have to know that these transactions take place in the country of origin or the home country. If they are not aware of where these particular transactions take place, their calculations will be wrong **(content)**.
- The task of answering these two sub-questions of Question 6.5 involves reading and understanding the questions and source material. To answer the questions candidates have to recall what they have learnt about the Bank Selling Rate (BSR) and the Bank Buying Rate (BBR) and about performing currency conversions. They have to apply their knowledge to the particular scenario and use the information provided in the table to calculate BBR and BSR. The information needed to make the calculation is available but they have to select the relevant information from the data provided on the table. Once they have identified the required amounts, they have to perform the basic calculation required. What makes the task in Questions 6.5.1, and 6.5.2 difficult, is that candidates have to identify for themselves what calculations and information from the table is relevant in each context. They have to determine for themselves which figures are relevant and how to perform the calculations **(task)**.
- According to the memo 3 marks are allocated for Question 6.5.1 for the calculation: R8400, 00 (÷) 10,07= 834,16 Euro or 834.16 Euro. 3 marks are allocated for Question 6.5.2 for the calculation: €250 (x) 9, 70 = R2425,00 or R2425,00.
  What makes the expected response difficult is that the marking guideline states that no marks should be awarded for the final answer if the currency code has been omitted or is incorrect. In other words, candidates cannot even get partial marks if they do not show the relevant currency (i.e. R/€). This requirement is not made explicit in the question **(expected response)**.

This question is classified as 'difficult' in relation to all four sources of difficulty in the framework.

Memorandum/Marking guidelines

6.5.1 R8400,00 (÷√)10,07 √= 834,16 Euro√ or 834.16 Euro √√√
(no mark should be awarded for the final answer if currency has been omitted or is incorrect) *(3)*

6.5.2 €250 (x √) 9,70√ = R2425,00√ or R2425,00 √√√
(no mark should be awarded for the final answer if currency has been omitted or is incorrect) *(3)*

Example 3

Study the cover page of the *INDABA* newsletter and answer the questions that follow.

6.1 State the main target market of the Indaba Travel and Trade Show.

6.2 Beside the Indaba, name ONE local trade show and ONE international trade show during which South Africa is promoted to the world.

6.3 Refer to the comment made by Marthinus van Schalkwyk, former Minister of Tourism.

State THREE ways in which his comment will promote tourism to South Africa.

Discussion:

Question, 6.3 is classified as 'difficult' because:

- A substantive set of information is presented in the source material for Question 6. The material comprises a complex schematic representation of the Tourism Indaba and trade shows. The schematic representation graph makes high reading demands on the envisaged Grade 12 candidate. One reason that it is difficult to interpret is because there are a variety of information, visual and variation text fonts. In the two questions previous to Question 6.3, candidates have to link the target market of the Indaba with comments made by Mr van Schalkwyk. The lead paragraph in the illustration contain phrases such as 'platform for exhibitors, vision'', terms which are unfamiliar to the envisaged Grade 12 Tourism candidate. The instructions in the question are clear and specific – they have to discuss three ways in which

his comments will promote tourism to South Africa **(stimulus)**.

- To answer this question candidates have to know how the promotion of tourism works. They have to know that the Indaba draws all tourism operators together to showcase the Southern Africa product. They need to know about other Tourism trade shows; it is content knowledge that goes beyond what is expected in the grade level Tourism curriculum **(content)**.
- To answer the question candidates have to provide three ways in which his comment will promote tourism to South Africa. The source material does not provide the necessary information. Candidates must rather draw on their own knowledge of this global event and its impact on tourism in South Africa. This must presented in well-structured sentences. They have to write analytically and logically and compress what could be a long answer into three sentences. These factors make the task difficult **(task)**.
- Six marks are allocated for this question. Candidates are told that they must provide three "ways" in which the minister's comment will promote tourism. According to the memo 2 marks are allocated for each reason (3 reasons), but there are no provisions for alternative answers. Candidates may not realise this and simply list ways of promotion without selecting the important ones. Responses will differ depending on their arguments so markers have to carefully assess each response. These factors increase the level of difficulty of the expected response **(expected response)**.

This question is classified a 'difficult' in relation to all four sources of difficulty in the framework.

Memorandum/Marking guidelines

Creates networking and trade opportunities.
Exposes South Africa as a destination of choice throughout the African continent.
Better product development.   (6)

TABLE 13: EXAMPLES OF QUESTIONS AT DIFFICULTY LEVEL 4 – VERY DIFFICULT

Note:
During the development of the exemplar book some subject specialists argued that there is a fine line between a difficult and a very difficult question. It was also evident that in some subjects question papers did not have questions that could be categorised as very difficult. In order to cater for this category, subject specialists were requested to adapt existing questions and make them very difficult or create their own examples of very difficult question. However, it was noted that in some instances attempts to create very difficult questions introduced invalid sources of difficulty, which in turn rendered the questions invalid. Hence Umalusi acknowledges that the very difficult category may be problematic and therefore requires especially careful scrutiny.

| **Example 1:** |
|---|
| **6.1.5 November 2011 DBE**

Mr Taylor departs from Wellington International Airport in New Zealand to OR Tambo International Airport on a Monday at 06:30. The flying time to South Africa is 19 hours. Calculate the time and day on which he will arrive in South Africa. Ignore DST. It could be to your advantage to show your calculations. |
| *To contextualise this question, preceding questions are shown below*:

6.1 Mr Taylor is a young adventure tourist from New Zealand that visited South Africa for two weeks.

6.1.1 Complete the following sentence:
The time difference between South Africa and New Zealand is … hours. Ignore DST.

6.1.2 State TWO ways in which Mr Taylor can minimise the effects of jetlag.

6.1.3 New Zealand practises Daylight Saving Time during their summer months. Explain ONE way in which Daylight-Saving Time will affect Mr Taylor's arrival time at OR Tambo International Airport.

6.1.4 After his South African tour, Mr Taylor wants to visit his friend in Delhi (India). They want to watch a Tri Nations rugby match between the South African and New Zealand teams on Saturday 26 November 2011 on television. The match starts at 17:00 in Pretoria. Calculate the starting time and date in Delhi if the match is broadcast live. Ignore DST. It could be to your advantage to show your calculations. |
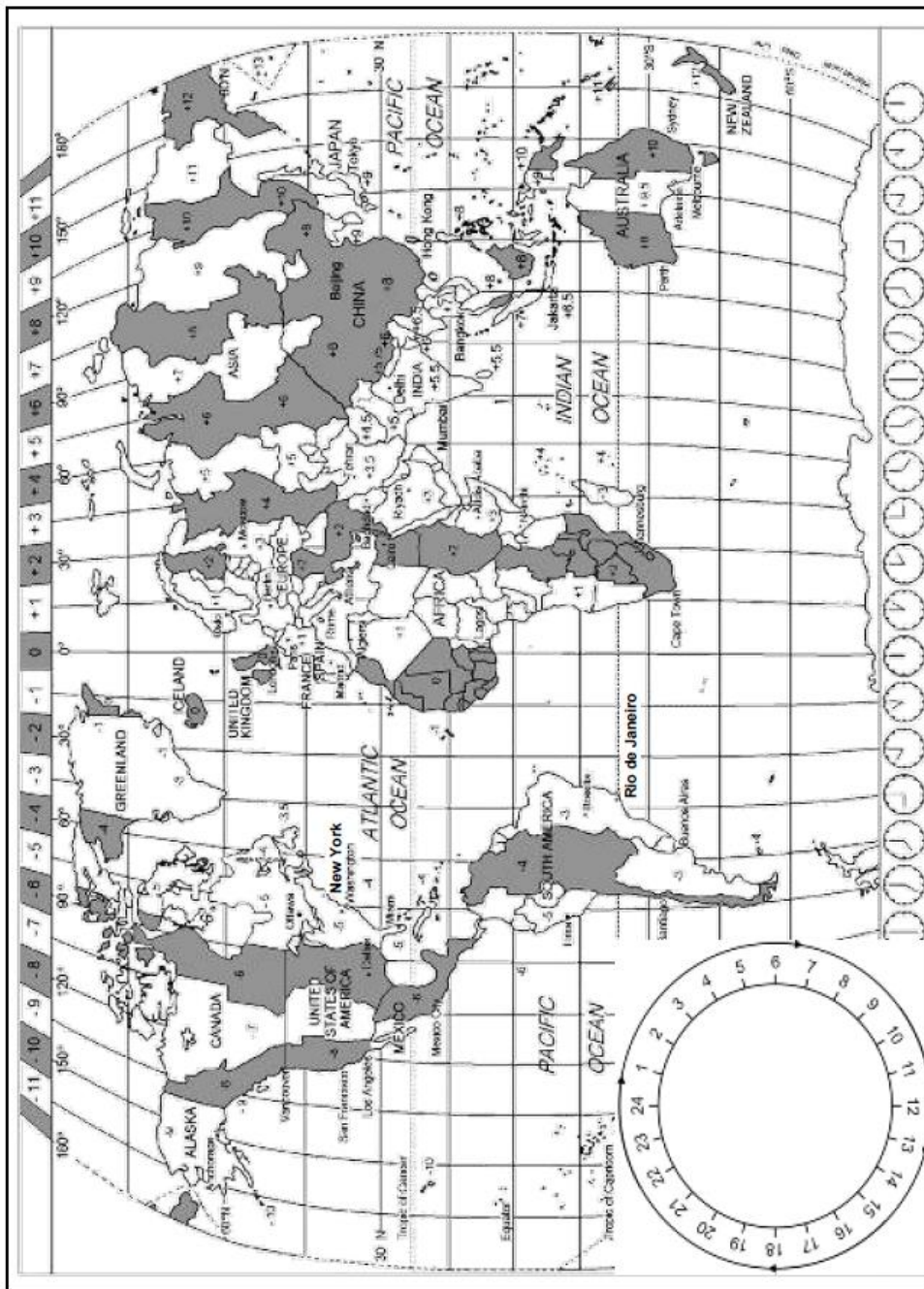
Discussion

Question 6.1.5 is deemed very difficult because:

- The opening statement in Question 6.1, time zone map with its 12-hour clock as well as the preceding Questions (6.1.1-6.1.4) and scenario all form part of the stimulus material for Question 6.1.5. This rich context, in which the question is set, raises the level of difficulty. Although the meaning of the acronym DST is provided in preceding questions, Question 6.1.5 is linguistically demanding and challenging for the envisaged Grade 12 candidate to 'unpack' and work out what is required. The statement 'It could be to your advantage to show your calculations' does not specifically say that they must show their calculations but merely indicates that they should. However, according to the memo marks are allocated for the different steps/

calculations. All these factors make the stimulus very difficult **(stimulus)**.

- Candidates require sound knowledge of flying time and the factors that impact on time calculations. They need to know how to use the time zone map, understand time zone differences, be knowledgeable about the 24-hour clock. The content is very difficult mainly because of the introduction of the notion of flying time. The concept of flying time is abstract for many candidates **(content)**.
- The task is cognitively demanding. Candidates must apply knowledge of time zone calculations in a new scenario. They have to think analytically and demonstrate an understanding of the concepts; departure, arrival and flying time. They also have to work drawing on the answers from the four preceding questions, for example they must use the answer from questions 6.1.3-6.1.4. They must use the time zone map to locate South Africa, (+2) and New Zealand (+12).
  There are three sets of calculations. Firstly, they must perform a calculation to determine the difference in time between the two countries. Secondly, therefore flying time must be taken into account. Thirdly, they must calculate the time and day of arrival. The difference between this question and the example on the difficulty, table 12 example 1, Question 6.3.3 Nov 2013 is that flying time has been incorporated in the scenario adding to the complexity of the task. The number of calculations involved and the fact that it takes time to solve these calculations makes the question very difficult for the envisaged Grade 12 candidates **(task)**.
- Five marks are allocated for Question 6.1.5 as a whole but the marks allocated for the different steps are implicit. According to the marking guideline, 4 marks are allocated for the different steps in the calculation but the question does not make it clear how marks are allocated. What also makes the expected response very difficult for candidates is that, if they make a mistake in one of the preliminary steps/calculations in Question 6.1.5, they cannot get the correct final answer and will automatically lose the mark for this **(expected response)**.

This question is classified as 'very difficult' in relation to all four levels of difficulty in the framework

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Memorandum/Marking guidelines

SA = +2.
New Zealand = +12.
Time difference = 10 hours. √
06:30 (– √) 10 hours = 20:30 √on Sunday or previous day.
20:30 + 19 hours = 15:30 √on Monday√ or same day.

OR

15:30 √√√√ on Monday √ or same day *(do not accept a date.)*   (5)

Example 2:
<u>**Question 2.2.2 (a)(ii) November 2013 DBE**</u>
2.2   Refer to the information below and answer the questions that follow.

<div style="border:1px solid">

WHITE PAPER

THE DEVELOPMENT AND PROMOTION OF TOURISM IN SOUTH AFRICA

GOVERNMENT OF SOUTH AFRICA DEPARTMENT OF ENVIRONMENTAL AFFAIRS AND TOURISM

MAY 1996

THE ECONOMIC OBJECTIVES OF THE TOURISM WHITE PAPER

Two of the eleven economic objectives listed in the White Paper are:

- *To promote domestic tourism amongst all South Africans*
- *To optimise (make the best use of) opportunities for SMMEs, specifically for emerging entrepreneurs*

</div>

2.2.2 (a) (i) Name ONE initiative/campaign introduced by the NDT that addresses these economic objectives (*This sub-question is not 'very difficult' but has been included here because it relates to question 2.2.2 (a) (ii) which is classified as 'very difficult').*

2.2.2 a(ii) Explain how the initiative/campaign that you named in QUESTION. 2.2.2(a)(i) addresses the objectives. |
| <u>**Discussion:**</u>

Question 2.2.2 (a) (ii) is classified as 'very difficult' because:

- The source material for this question consists of a summary of TWO objectives from the Tourism White Paper. The envisaged Grade 12 candidates will find the source material very difficult to read and interpret because of the unfamiliar layout. They have to take note of the headings to make sense of the material and its purpose. For example, they have to note that the objectives of the Tourism White paper are economic factors. Although the source material provides an explanation of the term 'optimize', namely 'make the best use of', the acronym 'SMMEs' and the terms 'White Paper', 'economic objectives', 'domestic tourism' and 'emerging entrepreneurs' may not all be familiar to the envisaged Grade 12 Tourism candidate. These factors make the stimulus material very difficult **(Stimulus)**.
- To answer Question 2.2.2 (a) (ii), candidates have to know the name of one initiative introduced by the NDT that addresses the objective(s) listed. If they |

don't know this, then they cannot answer part (ii). By implication they need to know what the acronym NDT stands for. Candidates also need to have advanced understanding and insight of the Tourism White Paper. To interpret the information in the source material, they have to have background knowledge of the White Paper and its economic objectives. They have to understand the link between campaigns such as 'Sho't left, Vaya Mzansi, DTGS, TEP, BBBEE score card', and the initiatives that were introduced by the NDT **(content)**.

- To answer Question 2.2.2 (a) (ii), candidates first have to have correctly named one initiative introduced by the NDT that addresses the economic objective/s listed in part (i). To do this they have to come up with ONE initiative that encapsulates the two economic objectives of the Tourism White paper. In part (ii) they have to use their own words to explain how the campaign/initiative they named in part (i) addresses the objectives of the Tourism White Paper **(task)**.

- One factor that makes the expected response very difficult is the fact that candidates must have answered 2.2.2 (a)(i) correctly. If they provide an incorrect/inappropriate tourism initiative, no marks can be obtained for part (ii).There are a number of different possible answers to part (i) such as; 'Sho't left, Vaya Mzansi, DTGS, TEP, BBBEE score card'.
  Another factor that makes the expected response very difficult is, that, as each candidate's explanation in part (ii) will differ, markers have to use their professional judgement in assessing the different responses.
  In addition, although 2 marks are allocated for the explanation in part (ii), candidates could experience difficulty in deciding what or how much they need to write **(expected response)**.

This question is classified as 'very difficult' in relation to four levels of difficulty in the framework.

Memorandum/Marking guidelines
Sho't left / Vaya Mzansi – To **encourage domestic tourists to travel** in and around South Africa by making travel more affordable packages and prices   (2)   - Community road-shows – **promote** South Africa's attractions   - DTGS – job creation; transformation; GDP growth   - TEP - to promote, support and offer guidance for SMMEs   - BBBEE scorecard – to transform tourism of South Africa   - Tourism **awards** – gives **publicity** to local businesses   (2)
Example 3:
Question6.2 November 2014 DBE

[Adapted from gridworldwide.prosite.com]
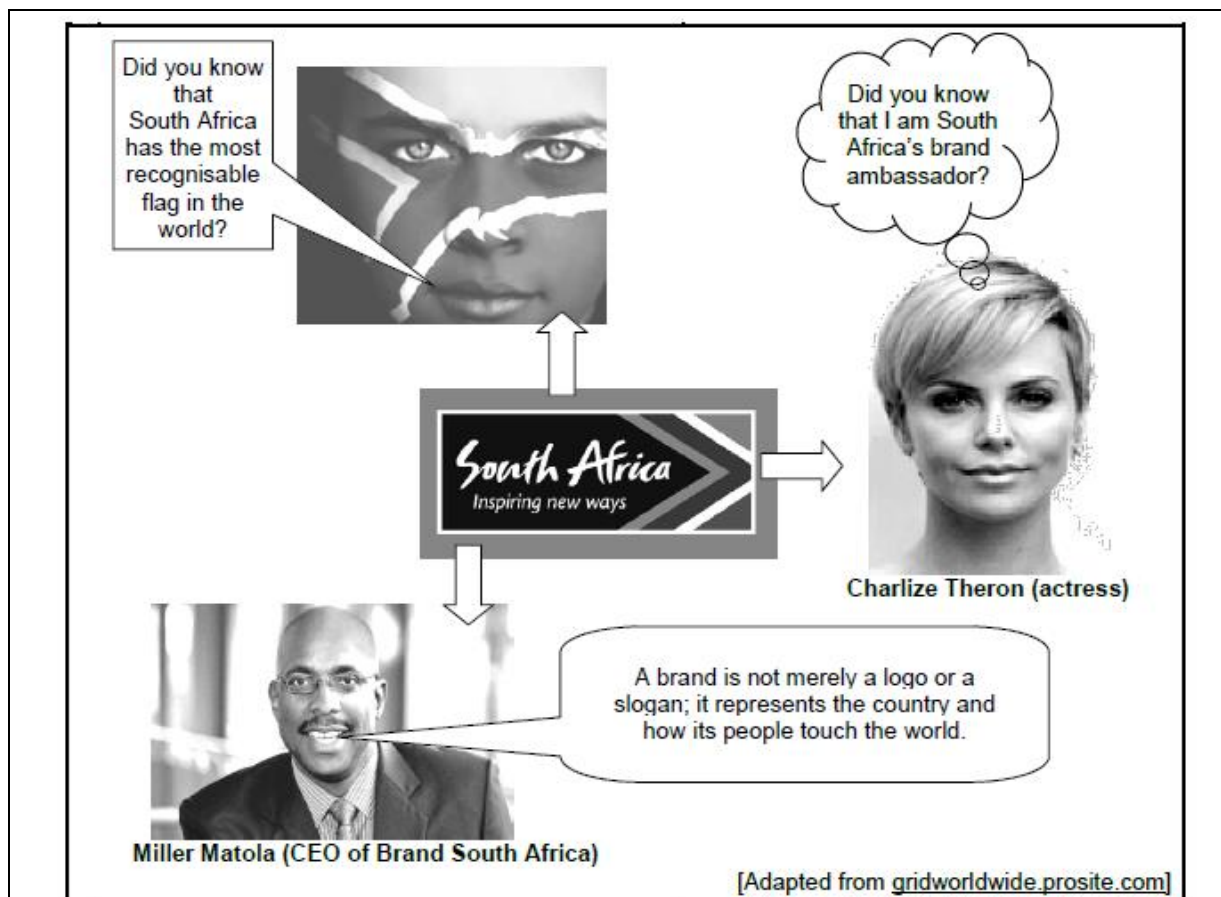
Discuss THREE positive ways in which a recognisable global brand can position South Africa as an attractive destination of choice.

Discussion:

This question is classified as 'very difficult' because:

- Question 6.2 is quite specific; candidates have to discuss **three** ways in which a recognisable global brand can position South Africa as an attractive destination of choice. However, the question contains the terms such as, 'a recognizable global brand' and 'an attractive destination of choice' which are difficult concepts for the envisaged Grade 12 candidate. The source material comprises 3 quotations from three different people. The envisaged Grade 12 candidate will have difficulty linking the quotations to the concept of 'branding'. The references to branding in the diagram are done in such a way that the connection is fairly abstract **(stimulus)**.
- To answer this question, candidates need to have good knowledge of 'branding' and the impact of 'branding' on the tourism industry. 'Branding' in itself is a very abstract concept, and, to discuss positive ways in which a recognizable 'global brand' can position South Africa as an attractive destination of choice, candidates need to have advanced levels of insight in 'branding' **(content)**.
- To answer the question, candidates have to read and understand the diagram provided as source material. They have to analyse the information provided and link the three comments to the concept of 'branding'. They

then have to come up with three positive ways in which a recognisable global brand can position South Africa as a choice destination (creating). They have to write extended text using their own words and background knowledge to elaborate on the three ways. This task is a very difficult for the envisaged Grade 12 candidate **(task)**.

- Six marks are allocated for discussing 3 ways for the question. According to the memorandum, each 'way' is allocated 2 marks. Candidates may, however, be confused as to how much to write. Although the memorandum provides markers with more than three possible answers, other answers not shown could also be correct. This factor makes it difficult for markers to score responses objectively **(expected response)**.

This question is classified as 'very difficult' in relation to at all four sources of difficulty in the framework.

Memorandum/Marking guidelines

Helps create a positive, unified image of South Africa.
A brand that is built on pride.
A recognisable brand to promote South Africa on an international platform.

- It enables South Africa to function as a competitive destination in the global arena.
- A strong brand, positions our country as an attractive destination partner for trade and investment.
- A recognisable global brand inspires positive thoughts and feelings about the country will convince people to travel to South Africa
- It showcases South Africa's successes and motivates investor confidence.

(Accept this response when candidates make reference to the pictures in the spider diagram) (6)

9.   CONCLUDING REMARKS

This exemplar book is intended to be used as a training tool to ensure that all role players in the Tourism Examination are working from a common set of principles, concepts, tools and frameworks for assessing cognitive challenge when examinations are set, moderated and evaluated. We hope that the discussion provided and the examples of questions shown by level and type of cognitive demand and later by level of difficulty assist users of the exemplar book to achieve this goal.

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