



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

SCIENCE OF TOURISM

NQF Level 3

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SCIENCE OF TOURISM – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

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

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

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

- **Integration**

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

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

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

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

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

- **Participation**

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

- **Access**

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

- **Progression**

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

- **Portability**

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

- **Articulation**

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

- **Recognition of Prior Learning**

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

- **Validity of assessments**

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

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

- **Reliability**

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

- **Fairness and transparency**

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

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

- **Practicability and cost-effectiveness**

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

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

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

2.1 Internal continuous assessment (ICASS)

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

2.2 External summative assessment (ESASS)

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

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

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

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

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

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

3.2 External moderation

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

The external moderator:

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

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5 ASSESSOR REQUIREMENTS

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

6 TYPES OF ASSESSMENT

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

6.1 Baseline assessment

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

6.2 Diagnostic assessment

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

6.3 Formative assessment

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

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

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

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

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN SCIENCE OF TOURISM

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

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

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

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule

- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

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

The following units guide internal assessment in Science of Tourism:

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

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

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

**ASSESSMENT OF SCIENCE OF TOURISM
LEVEL 3**

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

Topic 1: Tourism as a business

SUBJECT OUTCOME	
1.1 Explain the concept of business environment	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The macro environment in which a tourism business operates is described and an indication is given of the opportunities and challenges that are created by the interaction of the macro environment with the management functions Ways in which a tourism venture interacts with its environment are explained and an indication is given of the influence of the environment on the business 	<ul style="list-style-type: none"> Explain the interaction between the macro market environment (including but not restricted to technological, economical, international, social, demographic, political and security environments) and a business Explain the interaction between the market environment including but not restricted to consumers, intermediaries, suppliers and competitors, and a business Explain the influence of the micro environment including but not restricted to mission, objectives and resources, on a business
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Select a tourism venture and write an assignment on the influence of all the elements of the macro market environment on the venture Students must select a local tourism venture and research the consequences of negative influence of the micro market environment. Report in a written format 	

SUBJECT OUTCOME	
1.2 Interpret information about events in the physical environment that could impact on a tourism business	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Information about natural resources, scenic beauty, infrastructure and natural disasters etc. that could have an impact on the business are interpreted Similar events in the physical environment are compared in terms of severity of impact Opportunities for business that are provided by the physical environment are interpreted Threats posed by the physical environment on the ability of a business to achieve its main goals are interpreted Reports on the same events as communicated in various newspapers must be compared and the differences tabulated 	<ul style="list-style-type: none"> Give examples of physical environment including but not restricted to natural resources, scenic beauty, infrastructure and natural disasters, and explain the influence it has on the tourism industry with regard to suppliers, customers and services Compare the severity of the impact of the above mentioned in a table format, distinguishing between advantages and disadvantages to identify the threats posed
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students must obtain information of a physical disaster that has happened in the past and describe the influence it had on the tourism of the country and make suggestions regarding what can be done to help the tourism trade Reports of the same event as communicated in the media must be compared and the differences must be given in a tabular format 	

SUBJECT OUTCOME	
1.3 Identify events in the socio-political environment that could impact on the tourism business sector	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Examples of socio political events are given, including elections, legislation, diseases, riots, strikes, trends in political opinion etc Changes in society that impact on the tourism industry 	<ul style="list-style-type: none"> Give examples of event in the socio- and political environments Collect information from news reports on current events and identify their impact on the tourism industry

<ul style="list-style-type: none"> are identified from reports in the news The influence of legislation and regulations on labour dynamics in the tourism industry are interpreted Socio-political changes that could affect the tourism industry are interpreted 	<ul style="list-style-type: none"> Identify the legislation related to labour dynamics that could have an influence on the tourism business Discuss any current socio-political changes reported in the media that could influence the tourism industry on a national and/or international level Collect two media reports from different resources on the same socio-political change and compare and tabulate the differences
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Collect two media reports from different resources on the same socio-political change and tabulate the difference 	

SUBJECT OUTCOME	
1.4 Identify events in the economic environment that could impact on the tourism business sector	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Current events such as customer income, productivity, inflation, level of employment and economic growth are interpreted and an indication of their possible influence on the tourism industry is given The concept of inflation and its effect of inflation on costs of goods and services and the value of the Rand in real terms is explained 	<ul style="list-style-type: none"> Explain the influence that the economic environment has on a tourism business including but not restricted to customer income, productivity, inflation, level of employment, and economic growth Collect information on inflation and explain its effect on costs of goods and services and the value of the Rand in real terms, in table format Collect two media reports from different resources on inflation and tabulate the differences
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Collect two media reports from different resources on inflation and tabulate the difference in expectations of the influence on costs and services 	

SUBJECT OUTCOMES	
1.5 Identify events in the technology and institutional environments that could impact on the tourism business sector	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The impact of local and regional authorities, central government, the state, a provider of goods and services, and innovations in technology on the tourism industry is described Opportunities for, and threats to a business as a result of technology are identified 	<ul style="list-style-type: none"> Explain how changes in technology can affect the tourism business. Give examples of technological advances that influence the tourism industry, identifying threats and strengths, and compare the advantages and disadvantages in a tabular format Determine the vulnerability of each of the tourism business sector to the various macro environments, and compare the results in a tabular format. Identify opportunities to tourism businesses resulting from macro environment influence
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Divide the students into groups and each group must identify changes in technology over the past few years that had a positive influence on the tourism industry. This issue must be debated in class. Determine the vulnerability of each of the three sectors of tourism to the various macro environments and compare the results in tabular format Written test to cover this topic 	

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

SUBJECT OUTCOMES	
2.1 Source information on major events and tourist attractions in local area	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Information on major events in the local area must be sourced from the media i.e. electronic, newspapers and technology 	<ul style="list-style-type: none"> Collect information on major events in the local area from the media and from the internet
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Compile information and make a poster to advertise one of the major events in the local area as advertised 	

SUBJECT OUTCOMES	
2.2 Identify the location of major events of interest in local area	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Possible locations such as convention centres, ICC, Standard Bank Arena etc. are identified Local high risk areas are identified 	<ul style="list-style-type: none"> Identify possible local locations where major events can take place including but not restricted to convention centres, CTICC, Standard Bank Arena, etc
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Compile a list of the possible local locations for a major event. Choose four and list their services in a tabular format 	

SUBJECT OUTCOMES	
2.3 Identify the correct routes to and from a destination as required by the customer	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Map symbols such as schools, hospitals, hotels, churches and one way indicators are explained Map scale and distance tables are explained to the customers Local highways and main roads are identified and explained in terms of peak hour traffic 	<ul style="list-style-type: none"> Explain all the symbols given on a map and draw maps indicating the correct routes to and from a given destination indicating hospitals, schools, hotels and churches, one-way streets, main roads and highways, and indicating distances List tourist attractions, hotels and venues for events.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Compile an explanatory brochure for guests on all the possible symbols etc. that appear on maps 	

SUBJECT OUTCOME	
2.4 Communicate information that has been sourced to customers	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Tourist attractions, locations of hotels, directions to events must be explained and communicated to customers Routes to different destinations must be explained with the help of a map to enable the customer to reach the destination 	<ul style="list-style-type: none"> Point out all listed items on a map and explain the most direct routes to given destinations
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Choose two destinations and write in words directions to reach there from your college 	

SUBJECT OUTCOME	
2.5 Explain to customers any restrictions on cross-border travel rentals and related conditions	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Restrictions on taking rented vehicles across borders must be explained Insurance and applicable conditions in other countries must be explained 	<ul style="list-style-type: none"> Identify the necessary requirements for driving a rented vehicle in South Africa Identify cases where rented vehicles may be taken into another country and collect specimens of forms for the paperwork that is required. Collect information on insurance and other conditions if allowed to take vehicles across the boarder and draw up a pamphlet for handing out to prospective guests
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Choose a specific neighbouring country, collect the required forms and fill in all the details for an imaginary guest to will enable him/her to take a rented vehicle across the border Draft a pamphlet for handing out to prospective guests informing them of all the requirements 	

SUBJECT OUTCOME	
2.6 Inform customers about safety precautions to be taken when travelling	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Safety precautions to be taken by customers when travelling, must be explained 	<ul style="list-style-type: none"> Collect information from the police on safe travelling with regard to: stopping in isolated areas, locking doors, high risk areas, local peak hours and explain the consequences of not following it. Identify applicable legislation regarding age, alcohol limits, speed limits etc. Design a brochure with a positive impact containing the relevant tips
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Design a brochure with a positive impact containing the relevant tips 	

SUBJECT OUTCOME	
2.7 Evaluate actions taken and identify possible areas for self-improvement	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Actions must be evaluated and areas for self improvement must be identified 	<ul style="list-style-type: none"> Compare brochures, maps and pamphlets with those of other students and identify areas for self-improvement
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Have an exhibition of all the pamphlets and brochures; hand out an evaluation form for each student to evaluate the brochures. Compile a list of all the remarks received on each brochure and hand to each student to remark and give feedback on possible improvements 	

SUBJECT OUTCOME	
2.8 Identify a date, venue and a time for a meeting or event	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A range of dates for a meeting/event is provided to attendants • Suitable dates and venues are determined based on responses to range of dates provided • Meeting/event is booked and confirmed with attendants in writing • All related documentation is forwarded to the attendants 	<ul style="list-style-type: none"> • List suitable dates for a meeting and write a memo to be sent to the stake holders • Collect information from local venues on availability and cost deposits. List suitable dates for a meeting, how many attendants can be accommodated and services available and compare these in a tabular format. • Decide on a venue that meets the required needs and draft a letter informing all the attendants of the date and the venue and asking relevant information including but not restricted to, dietary requirements, transport requirements if necessary, accommodation, etc. with a RSVP date.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Collect information on local venues, availability, costs, services rendered and deposit required. Tabulate information. • Give a description of the type of event planned and draw up a timetable of actions to take place, person responsible and action dates. • Draw up a list of guest information that will be required 	

SUBJECT OUTCOME	
2.9 Arrange venue and catering	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Venue is selected and booked • Process of selecting a venue is described • Special arrangements are confirmed with the venue provider • Process of selecting date, caterer and menu is described, taking into consideration religious and dietary requirements • The importance of forwarding the agenda for the meeting to venue provider and caterers so that correct times for meals and breaks can be arranged is explained • The reason for paying deposit and the importance of obtaining written confirmation is explained 	<ul style="list-style-type: none"> • Explain reasons for choosing a specific venue • Discuss at least three dietary requirements and identify what types of food are needed • Draw up an agenda for the meeting/event in writing • Draw up a checklist indicating the tasks to be attended to, including but not restricted to booking of the venue, paying of deposit, receiving confirmation, arranging menus with caterers, arranging logistics, arranging meeting room layout and equipment needed, due dates for tasks to be completed and the designated responsible person
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Together with the language lecturer, draw up an agenda for the event/meeting • Draw up a final checklist to make sure everything has been done 	

SUBJECT OUTCOME	
2.10 Make travel and car hire and accommodation arrangements	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Travel, car hire and accommodation requirements for all attendants is determined and tabulated • Suitable accommodation is selected and the booking thereof confirmed in writing • Car hire facilities are identified and confirmed in writing • Travel arrangements are made and all the necessary documentation forwarded to the attendants • Invoices relating to car hire, travel and accommodation are processed • Any relevant advance disbursements for travel, car hire or accommodation are processed 	<ul style="list-style-type: none"> • List all the accommodation requirements and secure bookings accordingly determining the deposit amount needed and when the payment must be made. Record all the data in a tabular format. • List all the travel requirements grouping them in order of departure point and time, and secure bookings accordingly. Collect information on costs, when payment must be made, which airline, time of departure, collection points for tickets, and list it in tabular format. • List in a tabular format all car hire requirements, grouping according to departure time, place and costs, deposits payable and duration, and secure bookings. • Draft a letter informing the attendants of the relevant arrangements including but not restricted to date, venue, accommodation, travel arrangements, car hire or shuttle, etc.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Do a case study and list all the accommodation and travel requirements and all other relevant information. Determine what is required, what deposits must be paid by when etc. 	

SUBJECT OUTCOME	
2.11 Collate and distribute documentation for meeting or event in good time	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Deadline for receipt of documentation from contributors is established according to agreed time frames • Deadline is communicated to contributors • Documents are assembled, copied and collated • Relevant documents are timeously distributed in hard or electronic form to participants 	<ul style="list-style-type: none"> • Identify a timeframe for all participants' documentation to be submitted to enable timeous assembly and distribution to the attendants taking into consideration the type of communication to be used. • Communicate this time frame in a written format to the participants • Determine a date and confirm all the bookings made and collect a name of person confirming the various bookings • Draw up a check list with due dates and person responsible for all aspects of the event • Draw up a checklist for documentation to be received • Draw up a check list for documentation sent to attendants and confirm receipt thereof
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write a written test on all the assessment standards under this topic 	

Topic 3: Sourcing available career opportunities in the tourism industry

SUBJECT OUTCOME	
3.1 Describe how to research tourism as a self-employment opportunity	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Reasons for thorough research into self-employment opportunities are explained • Importance of identifying several sources of information must be described <i>Range: telephone, fax, letter, visit, e-mail, internet</i> • The importance of obtaining accurate and reliable information is explained • Different types of companies that offer self-employment opportunities must be described 	<ul style="list-style-type: none"> • Explain why it is important that research into self-employment opportunities should be thorough • Describe why it is important that one should be able to identify several sources of information regarding tourism self-employment • Explain why it is vital that the sourced information should be accurate and reliable • Describe the self-employment opportunities offered by different types of companies <i>Range: Private company, Close Corporations, Partnerships and Sole proprietor</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Small group discussions followed by a report-back session. Each group gets a rating from the rest of the class. The various points of view can then be used to compile a final list of reasons and opinions, covering the learning outcomes • Identify and tabulate the best way(s) of communication for obtaining accurate and reliable information. Motivate choice(s) • List all the possible sources of information on self employment • Assignment: Divide into 4 groups (or 8 smaller ones) and research of the companies (in the range) in terms of self-employment opportunities Feedback orally or in a short written report 	

SUBJECT OUTCOME	
3.2 Record and process self-employment information	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Sources of relevant information are determined in terms of self-employment opportunities. These are recorded for later referral • The information obtained is evaluated and ranked in terms of potential self-employment opportunities 	<ul style="list-style-type: none"> • Given self-employment opportunities, determine the sources of relevant information and record these for later referral <i>Range of sources: newspapers and other publications, speaking to personal contacts, support agencies, government departments and organizations.</i> <i>Range of information: opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants/financial assistance available, training available, job creation opportunities</i> • Evaluate and rank the information obtained in terms of potential self-employment opportunities, and take into account available resources, education, training and viability
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Group assignment: each group takes a different given source from the suggested range, and researches the range of information as stipulated, then reports back (either in oral or written form). As part of the research a variety of communication methods must be employed. <i>Range: phone, fax, letter, visit, e-mail and internet.</i> • The different groups' feedback can be used to compile a table in which the information is evaluated and ranked in terms of self-employment opportunities, as suggested in the learning outcome • Finally, list possible self employment opportunities in the environment and discuss their viability according to the information gathered 	

SUBJECT OUTCOME	
3.3 Demonstrate the ability to overcome problems related to the sourcing of self-employment information	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Potential problems related to sources of information are identified and suggestions given on how to overcome these • Alternative sources of information are identified 	<ul style="list-style-type: none"> • Identify potential problems related to sources of information and suggest how to overcome these • Describe possible alternative sources of information
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Groups must also report back on problems encountered during their research, relating to sources of information. A table can then be compiled with possible solutions from the group • Groups must find alternatives sources of information, using the suggestions from the above activity 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN SCIENCE OF TOURISM - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

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

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

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

OR

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

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

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

4.2 National examination

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

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