

What's in the CAPS package?

Tourism

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

Executive Summary

Tom Swart

Celia Booyse

Elizabeth Burroughs

With Umalusi's curriculum evaluation teams

September 2015

Published by



In collaboration with



tourism

Department:
Tourism
REPUBLIC OF SOUTH AFRICA

Culture
Arts
Tourism
Hospitality
Sport

Sector Education and Training Authority



COPYRIGHT 2015 UMALUSI, COUNCIL FOR QUALITY
ASSURANCE IN GENERAL AND FURTHER EDUCATION
AND TRAINING: ALL RIGHTS RESERVED

37 General Van Ryneveld Street,

Persequor Technopark, Pretoria

Telephone: 27 12 3491510 • Fax: 27 12 3491511

Email: Info@umalusi.org.za • Web: www.umalusi.org.za

While all reasonable steps are taken to ensure the accuracy and integrity of the information contained herein, Umalusi accepts no liability or responsibility whatsoever if the information is, for whatsoever reason, incorrect and Umalusi reserves its right to amend any incorrect information.

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS	4
GLOSSARY	5
ACKNOWLEDGEMENTS.....	6
BACKGROUND AND INTRODUCTION	9
UNDERTAKING THE RESEARCH	13
THE RESEARCH REPORT – A SUMMARY PER CHAPTER	14
REFERENCES	47
WEBSITE REFERENCES	50
ANNEXURE A: INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT).....	51
ANNEXURE B: TABLE OF DETAILED CONTENT COVERAGE IN THE CAPS DOCUMENT AND THE THREE INTERNATIONAL CURRICULA.....	54

ACRONYMS AND ABBREVIATIONS

AS	Assessment Standards
ATP	Annual Teaching Plan
BC	British Columbia, Canada
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CHE	Council on Higher Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
Doc	Document
DoE	Department of Education
FET	Further Education and Training phase
GET	General Education and Training phase
Gr	Grade
HEQC	Higher Education Quality Committee
HESA	Higher Education and Training
GTPP-SA	Global Travel and Tourism Partnership South Africa
L	Level
Los	Learning Outcomes
LPG	Learning Programme Guidelines
LTSM	Learning and Teaching Support Materials
n/a	Not available
NCS	National Curriculum Statement
n.d.	Not dated
NDT	National Department of Tourism
NGO	Non-governmental Organisation
NQ	National Qualification
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
p.	Page
pp.	Pages
PAT	Practical Assessment Task
PED	Provincial Education Department
RNCS	Revised National Curriculum Statement (Grades 1 – 9)
SAG	Subject Assessment Guidelines
SATI	South African Tourism Initiative
SBA	School-Based Assessment

SLO	The Netherlands Institute for Curriculum Development
TBCSA	Tourism Business Council of South Africa
TGSA	Tourism Growth Strategy for South Africa
Umalusi	Council for Quality Assurance in General and Further Education and Training
vs.	Versus

GLOSSARY

Applied Competence	Practical application of an ability or skill
Assessment Guidelines	Written guidance informing the assessment in a particular subject (See Assessment Guidelines below)
Core Subject	The set of subjects required in a specific programme
Elective Subject	Learners may choose from a set of elective subjects.
Exit Level	The level at which a certificate is awarded
Learning Outcome	An explanation of what is to be achieved by the learner through the learning process
National Senior Certificate	School-leaving NQF Level 4 qualification in the GET sub-framework, written after the completion of 12 years of learning.
NQF Level	The ten levels that comprise the NQF. Level 4 is the school-leaving level.
Outcomes-Based Education (OBE)	The approach underpinning the NCS which places the emphasis on the learner's successful achievement of identified abilities
Subject Guidelines	Written guidance about the content of a subject
Teacher(s)	The person(s) teaching a subject or offering information in a particular field of study.

ACKNOWLEDGEMENTS

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

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

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

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

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

Ms Mmaabo Moloi, Project Leader from the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) was instrumental in extending its involvement in the project, and initiating the signing of a Memorandum of Understanding (MoU) in 2011 between Umalusi and CATHSSETA regarding the inclusion of industry representation and joint funding of the research sessions in 2011 and 2012. The MoU resulted not only in human capital

gains, but a large monetary contribution from CATHSSETA to cover 50% of the costs incurred in 2011 and 2012. CATHSSETA also facilitated the involvement of representation and field expertise from industry.

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

Ms Cheryl Weston, Chief Education Specialist for Consumer Studies, Hospitality Studies and Tourism (DBE) is thanked for her willingness to engage with the research in 2013 and 2014. Her shared insights, her positive involvement and her presence at the research sessions are greatly appreciated.

Umalusi gratefully acknowledges the support from the High Commissions of Singapore, Canada and Kenya in the provision of documents used in the benchmarking. In particular, we thank Mr Brent Munro, Manager, Curriculum and Resources (Learning Division) in the British Columbia Ministry of Education, Mr Joseph Okelo, Director: GTTP in Kenya, Ms Elsabé Engelbrecht, Director: GPPT-SA and Mr Benedict L Watamba (Kenya, High Commission) for finding the applicable documentation.

The project was envisaged and conceptualised by Dr Celia Booyse, Manager: Curriculum, Umalusi. Members of the teams will attest to her support, guidance and encouragement during the workshops and the writing-up of research findings. Her openness and willingness to engage has opened the project up to the participation of valuable contributors who were not initially in the project's sights. Dr Booyse developed the instrument for the PAT investigation, provided most of the commentary on the original subject reports, and prepared the reports for the final write-up.

The contribution of Ms Elsabé Engelbrecht, Provincial Subject Co-ordinator for Tourism in the Northern Cape and co-leader of the Tourism team, who researched the history and the development of Tourism as subject in the FET Phase, is gratefully acknowledged. This valuable information has seemingly not been written up previously but is now included in Chapter 1 of the full report.

Dr Sharon Grussendorff, a respected researcher, physics lecturer and consultant for many educational initiatives, kindly assisted in preparing the Excel spreadsheets for the transfer of data in the comparative study. She also helped to adapt the research instruments for the comparative analysis of the NCS and the CAPS, for determining entry requirements and exit-level outcomes as well as the instrument for benchmarking the CAPS. Dr Grussendorff prepared the comparison of the introductory pages of the NCS and CAPS documents included in Chapter 3 of the full report.

Dr Booyse has been steadily supported by her colleagues in the QCC unit: Ms Elizabeth Burroughs, Senior Manager: QCC; Mr Duma Sithebe, Assistant Manager: Curriculum and Mr Mohau Kekana, Administrative Assistant.

Mr Sithebe ably assisted in constituting the evaluation teams and has done much of the document search for the comparative research, both of which are considerable undertakings. The logistical work in 2013 and 2014 was undertaken with great dedication by Mr Mohau Kekana, Administrative Assistant to the unit. His contribution is thankfully acknowledged. Both Mr Sithebe and Mr Kekana helped run a very well-functioning administrative centre during workshops and research sessions. The detailed planning that went into preparing for these sessions is gratefully acknowledged.

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

The teams who have undertaken these evaluations have far exceeded the call of duty, and for that we at Umalusi thank them. It has been satisfying to see that we have all learned from one another's expertise, and that all of us involved in the project always go out with an enriched understanding of the importance of curriculum and its appropriate implementation. It is to be hoped that the accumulated knowledge and wisdom emanating from the project will have a positive effect in schools, colleges, higher education and in industry training. While the coming paragraphs acknowledge the individual members of the team, it is worth referring to Annexure D to fully appreciate the wealth of experience and commitment that this project has been privileged to draw upon. Umalusi wishes to thank every contributor to this research project.

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

2011 - 2012

Ms Erica Cornelius, Head of Academy and Training Facilitator for the Gauteng Travel Academy
Mr Gabriel Dichabe, Deputy-Director of Tourist Guiding at National Department of Tourism
Ms Elsabé Engelbrecht, Provincial Subject Co-ordinator for Tourism in the Northern Cape
Ms Linda Greenberg, H.O.D. Travel and Tourism Department of Boston City Campus and Business College
Ms Michelle Moss, lecturer at various private, higher education institutions, offering special tourism education
Ms Anita Nieuwoudt, senior lecturer at Tshwane North College
Ms Lynne Phipson, travel industry representative
Dr Ludwig Punt, Curriculum Planner for Tourism: Western Cape Education Department
Dr Joseph Raputsoe, Director of RAPSEN Investments cc and Sedibeng Bed and Breakfast
Prof Elmarie Slabbert, Professor and Programme Leader for Tourism Management at the North-West University (Potchefstroom Campus)
Mr Tom Swart, Independent Consultant; IEB Internal Moderator for Tourism, Grade 12
Ms Samantha van der Berg, Head of the Bidtravel Learnership Department
Mr Sarel Visagie, Consultant: Stentor Consulting

2013 - 2014

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

Ms Carol-Anne Cairns: Independent Consultant BARSAs

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

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

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

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

Stakeholders and observers

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

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

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

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

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

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

Umalusi gratefully acknowledges Mr Tom Swart, who took up the task of the final interpretation of the team reports and the write-up of the findings in a composite report. Dr Celia Booyse wrote Chapter 2 and assisted Mr Swart in finalising the other chapters in the full report. Ms Elizabeth Burroughs wrote parts of the executive summary and did the critical reading of the rest of the full report. Her inputs are gratefully acknowledged. Mr Dennis Twala proofread this executive summary and his contribution requires grateful recognition.

Umalusi once again extends its thanks to all who have made the reporting on the research possible.

BACKGROUND AND INTRODUCTION

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

i. Curriculum development and change in South Africa 1995 – 2014

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

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

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

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

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

While several minor interventions over time were intended to address some of the challenges of implementing the curriculum, these changes had failed to have the desired effect. The 2009 review panel consequently set out to identify the challenges, particularly with reference to teachers and the quality of learning; to deliberate on how matters could be improved and to develop a set of practical interventions. The key areas identified for attention by the panel were the proliferation of curriculum policy and guideline documents, the transitions between grades and phases, assessment (particularly continuous assessment), the lack of Learning and Teaching Support Materials (particularly textbooks) and teacher support and training (for curriculum implementation).

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

ii. Analysing the “curriculum” concept

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

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

The SLO analysis presented in *Curriculum in development* (Thijs & Van den Akker (Eds), 2009) identifies different levels at which a curriculum is represented and provides examples of the “products” associated with or applied at each of these levels. Table A summarises the levels and the documents – all of which might reasonably be regarded as curricula – associated with that level.

Table A: Curriculum levels and associated curriculum documentation (adapted from Thijs & Van den Akker (Eds), 2009:9)		
Level	Location	Examples
SUPRA	International	<ul style="list-style-type: none"> • Common European Framework of Reference for Languages
MACRO	System, national	<ul style="list-style-type: none"> • Core objectives, attainment levels • Curriculum statements • Examinations programmes/assessment guidelines
MESO	School, college	<ul style="list-style-type: none"> • School programme • Educational programme
MICRO	Classroom, teacher	<ul style="list-style-type: none"> • Teaching plan, instructional materials • Module, course • Textbooks, learning and teaching materials (LTSM)
NANO	Learner, learner	<ul style="list-style-type: none"> • Personal plan for learning • Individual course of learning

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

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

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

Though the focus of the research is on the intended curriculum, the findings and recommendations are intended to help make the necessary adjustments at the macro level in the belief that improvements to the curriculum documents will directly influence the implementation of the curriculum in classrooms, performance in schools and certain experiential aspects of the curriculum, notably the practical assessment component of the subject.

UNDERTAKING THE RESEARCH

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

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

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

While managing the process with representatives from such diverse bodies has not always been simple, it is clear that the benefits of this research project will extend well beyond this report. Bodies that have struggled with what it means to develop a curriculum will go away

with a much richer understanding; departments which may not have fully understood the needs and dilemmas of other stakeholders, have come closer; industry has gained insight into educational processes, and education has learnt from industry's requirements. In short, what the project has come to embody are the benefits that accrue to all when work is undertaken in a truly collaborative spirit.

The research has included:

- A comparative analysis of the FET Phase National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS). Tourism is one of 15 subjects that Umalusi has evaluated. The reports on the eleven gateway subjects, Hospitality Studies and Consumer Studies are reported on in single or clustered reports known collectively as "*What's in the CAPS package*"?
- Determining the entry-level requirements and exit-level outcomes for tourism in the FET Phase. As for the other subjects, the expected requirements for entering the phase and the assumed learner attainment exiting the phase were determined for tourism. Only the findings on expected exit-level outcomes for the subject of tourism are included in this report.
- A Practical Assessment Task (PAT) investigation. The investigation included practical assessment tasks in Consumer Studies, Hospitality Studies and tourism. For tourism, this investigation was extended to include an international search for models that could be considered for the South African context. The intent was to find examples of practice that would improve the quality of the current tourism PAT.
- The last part of the research in 2014 combined the 2012 web-based search with an international benchmarking of the CAPS using comparable curricula from Kenya, Singapore and British Columbia (Canada). The investigation also searched for factors in these curricula that could be locally considered to strengthen the CAPS.

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

THE RESEARCH REPORT – A SUMMARY PER CHAPTER

The Tourism report is one in the series of reports titled "*What's in the CAPS package?*" is intended to provide advice to the Minister and the national and provincial departments, higher education institutions teaching Tourism, as well as other interested stakeholders, on the strengths and weaknesses of the CAPS. This report extends its scope not only to include the findings on the comparative analysis and expected exit-level outcomes in Grade 12, but also

those from the NCS PAT investigation, the web-search done in 2012 and the benchmarking of the CAPS with selected international curricula. The structure of the report is:

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

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

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

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

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

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

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

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

Curriculum aims

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

Content / skill coverage

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

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

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

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

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

Breadth

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

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

Curriculum specification

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

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

Curriculum design

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

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

Content / skill weighting, emphasis and depth

The evaluation team noted that the NCS allocates four hours per week to Tourism. Teachers are required to pace topics across the 40 weeks in the year. No evidence was found of time allocation or weighting of topics per week or term. In order to allow for practical work which

makes up 25% of the end-of-year promotion mark, the timetable is required to make provision for one double period of 80-90 minutes per week during which learners can do practical work. Teaching plans are provided in the Learning Programme Guidelines for the NCS for Grades 10 – 12. These are developed to be completed over a period of four terms consisting of ten weeks each.

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

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

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

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

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

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

Depth

The spiral curriculum of the NCS presented learners with an opportunity over the three years to move from a superficial grasp of content to a more refined and powerful grasp, and also supported movement from lower order to higher order cognitive development. This development was found to be more limited in the CAPS: where specified, most skills are of a lower cognitive level.

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

Pacing

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

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

Sequencing

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

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

Specification of pedagogic approaches

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

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

Guidance for assessment

All assessment is guided by two generic, underpinning documents:

- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement.
- The National Protocol for Assessment: Grades R – 12, which generically describes assessment processes across all subjects.

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

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

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

The CAPS provides a subject-specific introduction which refers to informal and formal assessments. Types of assessments, examinations and practical assessment tasks and

recording and reporting are also discussed. Teachers are provided with a clear understanding of the approach to assessment.

Specificity and clarity of guidance for assessment

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

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

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

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

Integration

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

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

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

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

Format and user-friendliness of the curriculum documentation

The NCS has three curriculum documents: the policy statement, the Learning Programme Guidelines and the Subject Assessment Guidelines, totalling approximately 129 pages. This

documentation is not user friendly: the policy is a curriculum design document rather than a teacher's guide; sections are repeated slightly differently across documents; cross-referencing across documents is difficult when a section is bulleted in one document and numbered in another; the documents are time-consuming to read as they are difficult and cumbersome to navigate, creating frustration for the teacher.

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

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

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

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

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

The CAPS gives guidance with regard to the ideal tourism classroom environment; minimum resources needed by teachers and minimum resources needed by learners. However, there is no minimum mark allocation per formal assessment task, nor does it give teachers enough information or examples of methodology to prepare for a lesson.

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

The structuring of knowledge in the NCS and the CAPS document

Statements of learning

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

Disciplinary base and organisation of knowledge

The CAPS addresses industry-related omissions in the NCS such as: travel documents required visiting a given country; travel procedures; current technological advances within the industry; forms of payment when travelling internationally; heavier weighting for entrepreneurship within

tourism; different types of promotional/advertising techniques; and professional image in the tourism industry. Generally the CAPS has wider content coverage than the NCS.

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

However, tourism as an interrelated system has more than double the weighting in the CAPS document compared with NCS (37% and 19% respectively). Communication and Customer Care drops from 27% in the NCS to 8% in the CAPS, a pity considering that the subject is intended to focus on service.

Curriculum coherence

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

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

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

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

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

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

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

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

The CAPS is better structured as an overall guidance document than the three documents of the NCS, insofar as the assessment and content are linked. Neither curriculum contains specific teaching methodology guidance.

Social impact of the NCS and the CAPS document

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

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

Implications for country, industry, teachers and learners

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

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

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

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

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

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

The type of learner envisaged

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

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively with others as members of a team, group, organisation and community;
- Organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

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

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

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

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

The type of teacher envisaged

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

- key contributors to the transformation of education in South Africa;
- qualified, competent, dedicated and caring; and
- able to fulfil the various roles outlined in the Norms and Standards for Educators: these include being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area or phase specialists.

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

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

Recommendations

Based on its findings, the evaluation team recommends:

1. In the next curriculum revision, curriculum development experts should be included in the revision teams so as to strengthen the design of the curriculum: the CAPS is now strong in tourism content, will benefit from a design that strengthens the development of skills, both practical and cognitive, across the three years.
2. The subject-specific aims in the NCS should be included in the CAPS.
3. The CAPS should include a full description of the kind of learner envisaged for tourism. The NCS provides a starting point for this. This would provide a clearer set of exit outcomes for the subject.
4. The spiral curriculum of the NCS (with its attendant development of knowledge, skills, attitudes and values) should be revisited as a basis for reworking the CAPS document.
5. It is necessary to ensure higher order thinking across all three grades. The CAPS speaks of "high knowledge and high skills" as part of the general aims of the South African Curriculum. This must be made evident in the sub-topics of the Annual Teaching Plan.
6. The sub-topics in the CAPS must contain action verbs to assist teachers in determining the best methodology and assessment practice to guide learners in their learning.
7. The cognitive demand should be strengthened in Grade 12 as an exit point into higher education or the workplace. Thus the evaluative investigation required as a kind of task in the NCS should be strengthened in the CAPS. This can be done by moving low-level recall of knowledge to one of the lower grades and replacing it with higher-order skills such as reflection and creation.
8. The number of cognitive levels for assessment should be increased from the present three to six as reflected in the revised Bloom's taxonomy.
9. Suggestions for teaching strategies and assessment tasks for each of the sub-topics in the CAPS should be provided to assist teachers. In addition, teachers would also be assisted with suggested resources for each sub-topic in the CAPS. Guidance should also

be provided for teachers regarding the minimum mark allocation for all assessment tasks in the CAPS.

10. *Sustainable and Responsible Tourism* in the CAPS should be revisited to provide a clear uninterrupted spiral of knowledge, skills, values and attitudes over all the three years of learning, avoiding repetition in any of the three years.
11. *Customer Care and Communication*, particularly service excellence skills, should be strengthened in the CAPS as these are generally considered to be the crux of service in the tourism industry.
12. *Entrepreneurship*, while present in Grade 11, should feature incrementally in all three grades culminating in the practising of actual entrepreneurship skills which could be coupled with marketing skills.
13. The overview in the CAPS (pp. 10-11) is worryingly inconsistent with the content set out in the teaching plans (pp. 13-38). The two sections must be brought in line with one another.

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

Key content, skills or competencies omitted

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

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

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

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

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

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

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

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

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

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

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

1. "Service excellence" with teamwork and reflection on the learner's own performance should be re-introduced. Learners should be required to do action/reflection research. This would assist learners as future employees and/or as tertiary students. .
2. "Political situations and unforeseen occurrences of international significance" should require the investigation of current events and their impact on tourism.
3. "Factors contributing to the success of a tourism attraction" can be strengthened by requiring learners to do a contextual study of an attraction, draw conclusions from their research and present a report.
4. "Marketing South Africa as a tourism destination" could require learners to do a case study of a tourism business that exhibits at the annual tourism Indaba, noting how the benefits are translated into increased tourism – this would include the benefits to the business, the community and the country as a whole. This study could be linked to "Global events of international significance", with the inclusion of research on the kinds of facilities that the host city needs to put in place in order to ensure a safe and successful event such as the tourism Indaba. The evaluation team felt that such a study will enable learners to understand at first hand the interrelatedness of the tourism industry and the benefits that accrue to all stakeholders.

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

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

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

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

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

- Hong Kong Diploma of Secondary Education (HKDSE): Tourism and Hospitality Studies;
- British GCSE-level tourism;
- Netherlands Vocational Programme – Tourism

and a more intensive study of the tourism curricula for –

- Level 11 and 12 Tourism in British Columbia, Canada;
- Cambridge AS and A Level Tourism;
- The international "Passport to the World".

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

Hong Kong: Tourism and Hospitality Studies

Curriculum structure that allows for diverse learner interest

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

Alignment

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

Wide range of learning experiences

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

Emphasis on networking with industry

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

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

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

Curriculum structure

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

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

Investigation and research

Stress is placed on investigation and research.

Quality of written communication

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

The Netherlands: Vocational Programme - Tourism

Importance of vocational education

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

Preparation for industry

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

Second international curriculum comparison

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

Number of curriculum documents

The number of curriculum documents range from one (British Columbia and AS and A Level) to three (CAPS) to 23 (Passport to the World). The total number of pages range from 45 (British Columbia) to 59 (Cambridge AS and A Level) to 158 (CAPS) to 246 (Passport to the World). The evaluation team described the user-friendliness of the documents as “good” for the CAPS document, AS and A Level, and Passport to the World. By contrast, British Columbia's documents were described as “moderately good”, while the documents accompanying the CAPS document (National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement and the National Protocol for Assessment) were considered to be “poor”.

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

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

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

Curriculum objectives

The subject-specific objectives of the CAPS document were seen as atomistic, written as topic headings. The British Columbia subject-specific objectives, while very similar to the CAPS

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

Content / skill coverage: breadth and depth

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

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

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

- responsibilities required in the workplace; the attributes and attitudes required in the workplace, through practical self-analysis; safety in the workplace" (British Columbia);
- classifying travel and tourism companies; travel and tourism industry careers; defining destinations; destinations and sustainability; choosing destinations; communication and culture; respecting other cultures; impact of travel and tourism on culture; understanding customer service; understanding travellers' motivations; Global Distribution Systems (GDS) simulations; new and future GDS Technology.

These findings are presented in detail in Annexure C: Table of detailed content coverage in the CAPS document and the three international curricula at the end of this report. Of the four curricula evaluated, the evaluation team considered the CAPS to be the shallowest, while the AS and A Level curriculum has the greatest depth. The CAPS document has, it seems, sacrificed depth for breadth.

Specification of topics

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

Content / skill coverage

The content in the CAPS is substantial and comprehensively addresses the specific aims of tourism as detailed in the document. It does rely heavily on the teachers' deduction of skills to

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

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

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

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

Curriculum weighting and emphasis

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

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

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

Curriculum pacing

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

Curriculum progression and sequencing

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

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

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

Specification of pedagogic approaches

The curriculum with the most guidance regarding the preferred subject-specific pedagogic approach is the Passport to the World; the least guidance is provided in the AS and A Level curriculum. Both the CAPS and British Columbian curriculum have low pedagogic specificity. With the exception of the CAPS, the common approach in the other three curricula is a learner-centred approach, where learners take ownership of their own learning through real life exploration, investigative research and experiential learning.

Assessment guidance

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

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

Curriculum coherence

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

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

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

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

Factors emerging from international curricula

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

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

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

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

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

The AS and A Level curriculum is conceptualised in terms of six overarching, holistic topics, with the flow from topic to topic clearly discernible. The Cambridge learner would emerge from the course with an integrated insight into the whole tourism industry. Moreover, the smaller number of topics allows for a greater exploration of depth within each.

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

In the AS and A Level Paper 2, the practical project requires candidates to apply industry knowledge in the planning, conducting and evaluating of a travel and tourism event. This

project requires two of the central skills in travel and tourism: demonstrating essential business and customer service skills.

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

Recommendations

1. The evaluation team recommends that research confirming the number and nature of available jobs should be completed for each local region to determine whether job opportunities exist for learners before the school/s in the area are permitted to offer the subject. In order to accomplish this, curriculum development should include all stakeholders (for instance local business, communities, FET/HE, as is the case with the British Columbia Level 11 and 12 curriculum).
2. It is recommended that the CAPS be adapted to ensure greater integration of the content while paying particular attention and taking into account the knowledge, skills, attitudes and values required for specific occupations in the various tourism sectors/sub-sectors, as in the case of the British Columbian curriculum. This requires a review of the existing curriculum content in order to make it serve as an introductory level, followed by areas of specialisation for learners interested in entering a particular career in tourism. Entrepreneurship should be considered as an "elective" and the content should be integrated and contextualised to the sub-sector selected by the learner, as opposed to its being offered as a purely conceptual topic.
3. The CAPS should emulate the clarity of the Suggested Achievement Indicators in the British Columbian document, by associating clear action verbs with each of the topics, detailing exactly what the learner must know and do, coupled with range statements to assist with understanding the depth/breadth of coverage required.
4. The CAPS should re-introduce workplace experience, as in the case of the British Columbian curriculum, which requires at least 30 hours of work placement. Where work placement opportunities are limited, school-based activities which are linked in some way to the tourism sectors, could be implemented. This alternative must provide for the development of attributes and skills needed to operate in the professional tourism industry, namely a positive attitude, responsibility towards work, how to adapt performance in the workplace, and willingness to learn, which are critical to functioning in the world of work. Local industry employers and/or professionals could be invited to assist in this process and learners could be tasked to perform duties under the guidance of these employers/professionals.
5. In addition, as in the British Columbia curriculum, additional value-added short courses, aligned to a given tourism sub-sector, should be offered by external (local and/or international) providers. Recognition for courses like these should be allowed for in the CAPS, in order to facilitate additional workplace-centred learning.
6. The CAPS would also do well to emulate the overarching, holistic topics of the AS and A Level curriculum, rather than the nine rather atomistic topics, some of which are really

- sub-topics. A learner would then emerge from the course with a more integrated view than is currently possible.
7. The CAPS should also, as is the case with the AS and A Level, strive for narrower breadth of coverage of topics with greater depth of insight, allowing for the development of higher order cognitive skills such as evaluation and decision making, including reflective thinking as required in the AS and A Level.
 8. The Practical Assessment Task required in the CAPS could learn much from the AS and A Level Paper 2, which comprises a practical project requiring candidates to apply industry knowledge in the planning, conducting and evaluating of a travel and tourism event. This project requires the exercise of two of the central skills in travel and tourism: demonstrating essential business- and customer service skills. The PAT could adapt this type of project for Grade 12 in the South African context, particularly since it requires higher-order thinking – evaluation, decision making and self-reflection.
 9. The evaluation team recommends that Tourism be offered only at schools where learners will have the opportunity to be exposed to the tourism industry and where opportunities exist for out-of-the-classroom learning such as field trips, job shadowing and experiential learning, as in the case of the Passport to the World curriculum, which leans heavily towards opportunities for real-life explorations through research and investigation.
 10. The CAPS currently outlines the content and concepts for each topic. Most of these topics are at a superficial knowledge level and could be expanded to include higher-order conceptualisation and skills development over a narrower, deeper curriculum. Such a curriculum, spiralling across the three years of study, with clear progression in terms of breadth and depth, should ultimately produce learners who are able to explore, analyse, classify, synthesise and evaluate and who can reflexively engage in high-level thinking processes, as in the Passport to the World curriculum, which also uses action verbs to indicate clearly what is expected of learners and at what level.
 11. The evaluation team also recommends the introduction of a Tourism Assessment Workbook for learners, similar to the Assessment Worksheets in the Passport to the World curriculum, since these can be a valuable learning and teaching resource, particularly with the present inconsistencies in teacher capacity.

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

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

- showcase the learner's understanding of the tourism industry as a dynamic economic sector;
- enhance the knowledge, skills and values learners acquired in the different grades;
- provide the opportunity for learners to engage in their own learning by establishing connections to life outside the classroom, addressing real world challenges, and developing life skills;
- cover parts of the curriculum that are difficult to assess in the theoretical examination;

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

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

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

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

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

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

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

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

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

verbally and protest). The team therefore concluded that the PAT is far too theoretical and fails to give learners opportunities to demonstrate their practical abilities.

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

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

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

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

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

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

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

- Practical projects: Cambridge AS and A Level
- Industry Workplace Experience: British Columbia Level 12
- Written practical task: AQA (Assessment and Qualifications Alliance) A Level

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

Cambridge AS and A Level

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

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

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

- produce a business plan for a specific Travel and Tourism event
- produce a record of their involvement in carrying out the event
- evaluate their role in the event and the effectiveness of a team in achieving the event's objectives.

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

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

- Demonstration of knowledge, skills and understanding
- Application of knowledge, skills and understanding in terms of the candidate's contribution to the planning, preparation and running of the group project
- Evidence of analysis and research when assessing the feasibility of the selected group project and when managing the project
- Evaluation and decision-making to make judgements, draw conclusions and make recommendations about key issues and problems

British Columbia – Tourism Year 11 and 12

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

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

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

- connecting what they learn in the classroom with the skills, knowledge, and attitudes needed in the workplace;
- gaining the knowledge, skills, and attitudes needed to be successful in the world of work;
- developing job readiness skills for specific occupations and careers;
- understanding the similarities and differences in behaviour standards between the workplace and school.

Teachers determine the actual assessment criteria and measurement activities.

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

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

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

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

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

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

examination to familiarise themselves with the preliminary material before they write the examination.

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

The evaluation team found these pointers to best practice: the use of preliminary material issued to learners is a useful way to apply theory to a practical case study; the use of holistic rubrics in three bands of performance contextualised for each question with mark allocations for each band are a useful way to ensure consistent judgment. The South African PAT could be written under examination conditions as in the AQA examples. In the same manner, the PAT could require preliminary reading and preparation, either given to the learners by the examiner or collected by the learners as preparation for practical application.

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

Considering the South African context and this investigation, the evaluation team has couched its recommendations in the form of a design grid for the tourism PAT. The evaluation team envisages this grid to be the benchmark by which all future design and development of the PAT will be measured.

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

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

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

v. Core findings and recommendations

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

The Curriculum and Assessment Policy Document (CAPS)

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

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

Secondly, the evaluation team felt that with the development of the Tourism curriculum over time, from the original standard-grade Travel and Tourism, to the NCS Tourism, and now to the Tourism CAPS document, the focus has been lost over time. What are the aims of tourism? To prepare learners for the industry? To prepare learners for tertiary study? The general and subject specific aims in the CAPS document do not make this clear. In addition, the CAPS document content is not consistent with the aims expressed at the start of the document. The general aims of the South African Curriculum have not found their way into the curriculum content of the nine tourism topics. The specific aims of the CAPS document are not aims at all, but rather a set of topics. The CAPS document has also downgraded the service element by reducing the focus on Customer Care and Communication from the NCS. This does not reflect tourism as one of the set of Services Subjects to which it belongs.

Recommendation 2: Centrality of service excellence

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

Thirdly, the evaluation team found clear evidence from the evaluation that the NCS is framed strongly in a spiral curriculum design with a learner-centred approach underpinning the teaching methodology. In the CAPS, the focus has shifted to a syllabus-type curriculum, very loosely embedded in an instrumental theoretical frame and with a teacher-centred approach assumed as the teaching methodology, but with no reference to the role of the teacher as such. Another major shift is from

Assessment Standards and Learning Outcomes as the organising principle in the NCS to content that is organised in topics and themes in the CAPS. The evaluation team felt that the Tourism curriculum has been considerably weakened by the ordering of and the superficial divisions between the nine topics (some of which should be sub-topics of one another) in the CAPS document. The CAPS tends to fragment the learning experience and fails to promote the synthesis of concepts. This in turn impedes learners' ability to see tourism as an integrated system.

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

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

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

- Features of the industry
- Management and development of tourist destinations
- Planning and managing a travel and tourism event
- Principles of customer service
- International, business and leisure travel services
- Specialised tourism

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

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

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

Recommendation 3: Curriculum design before curriculum development

The evaluation team strongly recommends that in the next curriculum revision, curriculum designers as well as curriculum development experts should be included in the revision teams, working together with content specialists. Curriculum design experts would be able to provide guidance pertaining to the theoretical framing of the curriculum. Besides the framing of the curriculum, designers would also be able

to give direction regarding the impact of a chosen approach and an organising principle on pedagogy, the role of the teacher and learner as well as the pacing and sequencing of content. The framing will have to include reflecting on the rationale and the purpose of the subject in the broader South African context. Once the framing is in place, the development of the curriculum will support the delivery of the content of Tourism in the classroom.

The evaluation team recommends the re-writing of the CAPS Tourism document with fewer topics covered in greater depth, requiring higher order cognitive thinking over all three grades, and in particular at Grade 12 level. This will allow the evaluative investigation previously required in the NCS to be returned to the CAPS at Grade 12 level – particularly if this subject is to have credibility at tertiary level. The spiral curriculum of the original NCS document should be revisited. That curriculum was conceptualised as four integrated organisers that facilitated more holistic conceptual thinking, rather than the superficial and fragmented reproduction of facts.

The Cambridge AS and A Level curriculum design is instructive.

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

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

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

Recommendation 4: Entrepreneurship focus

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

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

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

Recommendation 5: Develop the full range of thinking skills

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

The Practical Assessment Task (PAT)

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

The text is in a legible font, information is presented in tables with clear, numbered headings, mark allocation and page numbers. The language is pitched at the level of Grade 12 learners. Questions are clearly formulated and follow a logical sequence. However, the evaluation team is of the opinion that the Practical Assessment Task does not fulfil the aims and purposes as set out in the Subject Assessment Guidelines. Moreover, it believes that it is difficult to achieve these aims in the absence of any real practical components in the PAT document.

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

Recommendation 6: Address PAT design and implementation issues

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

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

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

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

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

1. Practical projects: Cambridge A Level
2. Industry Workplace Experience: British Columbia Level 12
3. Written practical task: Assessment and Qualifications Alliance A Level

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

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

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

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

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

REFERENCES

- Assessment and Qualifications Alliance (AQA). 2013. *Applied Travel and Tourism (8650)*, Guildford 2013.
- Bernstein, B. 1990. *The structuring of pedagogic discourse: Class, codes and control, Volume IV*. London: Routledge.
- Bernstein, B. 1996. *Pedagogy, symbolic control and identity theory*. London: Taylor and Francis.
- Bruner, J. S. 1995. On learning mathematics. *Mathematics Teacher*, 88(4), 330–335.
- Cambridge International Examinations. (n.d.) *Implementing the curriculum with Cambridge: A guide for school leaders*. University of Cambridge
- Donnelly, K. 2005. *Benchmarking Australian Primary School Curricula*. Canberra: Australian Government: Department of Education, Science and Training.
- Department of Basic Education. 2008. *Tourism Subject Assessment Guidelines*. Pretoria: Government Printer.
- Department of Education. 2003. *National Curriculum Statement Grades 10-12 (General) – Overview*. Pretoria: Government Printer.
- Department of Basic Education. 2009a. Report of the Task Team for the Review of the Implementation of the National Curriculum Statement. Pretoria: Government Printer.
- Department of Education. 2009b. *Government Gazette, Vol 1227, No. 32836, 29 December 2009*. Pretoria: Government Printer.
- Department of Basic Education. 2011. *Government Gazette, Vol 555, No. 34600, 12 September 2011*. Pretoria: Government Printer.
- Department of Basic Education. 2012. *Government Gazette, Vol 570, No. 36041, 28 December 2012*. Pretoria: Government Printer.
- Department of Basic Education. 2013. *Circular S6 of 2013*. Pretoria: Government Printer.
- Donnelly, K. 2007. Australia's adoption of outcomes based education: A critique. *Issues in Educational Research* 17(2):183-205. Melbourne: Education Strategies
- Equal Education. 2012. Equal Education Annual Report. Cape Town: Two Tone.
Retrieved on 6 September 2013 from
<http://www.equaleducation.org.za/article/2013-08-06-equal-education-annual-report-2012>.

- Fullan, M. 2008. Curriculum implementation and sustainability, in F.M. Connelly (Ed.), *The Sage handbook of curriculum and instruction* (pp. 113-122). Los Angeles: Sage.
- Gamble, J. 2009. The relation between knowledge and practice in curriculum and assessment. Concept paper commissioned by Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.
- Goodlad, J.I. 1979. *Curriculum inquiry: The study of curriculum practice*. New York: McGraw-Hill.
- Government of South Africa. 2011. *Government Gazette no. 34600*, Pretoria: Government Printer.
- Marzano, R.J. 1992. *A different kind of classroom: teaching with dimensions of learning*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marzano, R.J. 1998. *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-Continent Regional Educational Laboratory.
- Marzano, R.J. 2001a. *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.
- Marzano, R.J. 2001b. A new taxonomy of educational objectives. In Costa, A.L. (ed) *Developing Minds: a resource book for teaching thinking*. 3rd Ed. Alexandria, VA: Association for Supervision and Curriculum Development, 181 -188.
- Ministry of Education Province of British Columbia. 2009. Program Guide for Ministry-Authorized Practical Workplace Experience, Victoria.
- Ministry of Education, Singapore. 2012. *Education in Singapore*. Singapore: MoE.
- National Department of Tourism. 2011. *National Tourism Sector Strategy*, February 2011. Pretoria: NDT
- Pinnock, A.J.E. 2011. *A practical guide to implementing CAPS: a toolkit for teachers, schools managers and education officials to use to assist in managing the implementation of a new curriculum*. Alexandra: NAPTOSA.
- Schmidt, W.H., Wang, H.C. & McKnight, C.M. 2005. Curriculum coherence: An examination of U.S. mathematics and science content standards from an international perspective. *Journal of Curriculum Studies*, 37:525–559.
- South African Tourism Initiative. 2005. *Introduction: Tourism National Curriculum Statements*. Johannesburg, SATI.

Taba, H. 1962. *Curriculum development: Theory and practice*, New York: Harcourt Brace and World.

Thijs, A. & Van den Akker, J. (Eds) 2009. *Curriculum in Development*. Netherlands Institute for Curriculum Development (SLO). Enchede: SLO.

Umalusi, 2004. *Investigation into the standard of the Senior Certificate examination: A Report on Research Conducted by Umalusi*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2006a. *Apples and Oranges: A comparison of school and college subjects*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2006b. *Making educational judgments: Reflections on judging standards of intended and examined curricula*. Umalusi Council of Quality Assurance in General and Further Education and Training. Pretoria, South Africa.

Umalusi. 2007. *Cognitive challenge: A report on Umalusi's research on judging standards of intended and examined curricula*. Pretoria, South Africa

Umalusi. 2008. *Learning from Africa-Science: Umalusi's research comparing syllabuses and examinations in South Africa with those in Ghana, Kenya and Zambia*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2010. *Comparing the learning bases: An evaluation of Foundation Phase curricula in South Africa, Canada (British Columbia), Singapore and Kenya*. Umalusi Council of Quality Assurance in General and Further Education and Training: Pretoria, South Africa.

Umalusi. 2012. *Annual Report 2011/12. A Decade of Success*. Statistical Information and Research Unit. Pretoria, South Africa

Van den Akker, J. 2003. *Curriculum perspectives: An introduction*. In Van den Akker, J., Kuiper, W., Hameyer, U. (Eds). *Curriculum landscapes and trends* (pp. 1-10). Dordrecht: Kluwer Academic Publishers

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

WEBSITE REFERENCES

Flesch-Kincaid Readability Score: <http://www.readability-score.com/> (Accessed 29 May 2012)

National Training Information Service website (www.ntis.gov.au) provides and <http://employabilityskills.training.com.au> (Accessed 30 January 2012)

Department for Education Service and Guidance. 2006 Personalising Further Education: Developing a Vision; United Kingdom
(www.dfes.gov.uk/consultations/downloadableDocs/DfES%20Personalisation.pdf)

ANNEXURE A: INSTRUMENT TO DETERMINE SKILL CATEGORIES IN THE PRACTICAL ASSESSMENT TASK (PAT)

Framework for thinking and skills application based on skill categories

	Reproductive skills	Productive skills
	Simple reflexive, repetitive activities linked to standard procedures based on knowledge. (Skills linked with remembering knowledge, understanding and application)	Complex opinion-based ideas, strategy-based, creative and planning skills; proper application in new, unfamiliar situations; Find new solutions for problems (skills linked to analysing, evaluating and synthesizing)
Categories	Action Verbs	Action Verbs
Cognitive skills	Allocate Apply in familiar contexts Code/coding Calculate Control Compare Decide on Describe Prepare Read from Register Set up Search for Test Write out receipt	Adapt Analyse Apply in novel contexts Apply according to criteria Calculate cost Change and apply in new form Combine Compare (rate, levy, fee) Compile e.g. questionnaire Conclude Coordinate Critique Deduct Determine quality, layout, efficiency, sequence Design Evaluate Estimate Formulate Generalise and apply in novel context Interpret Investigate possibilities Identify problematic areas Judge Plan e.g. event, marketing Prove Recommend Relate

		<p>Report</p> <p>Search suitable applications (recipes, menus, etc.)</p> <p>Set a menu</p> <p>Solve the problem</p> <p>Suggest</p> <p>Summarise main ideas</p>
Psychomotor skills	<p>Apply techniques (piping, icing)</p> <p>Bake</p> <p>Carry serving trays</p> <p>Clean and wipe</p> <p>Collect equipment</p> <p>Demonstrate working of equipment</p> <p>Display preparation techniques</p> <p>Dish up</p> <p>Drill</p> <p>Follow instructions</p> <p>Gather e.g. material, ingredients</p> <p>Man a counter</p> <p>Maintain apparatus /machines/equipment</p> <p>Make</p> <p>Mend</p> <p>Pack</p> <p>Paste e.g. pictures</p> <p>Prepare</p> <p>Service</p> <p>Tidy up workspaces</p> <p>Use equipment (blender, deep fryer, for example)</p> <p>Use ready-made ingredients</p> <p>Whisk</p>	<p>Bind e.g. books</p> <p>Create e.g. food art</p> <p>Decorate according to theme</p> <p>Design (information booklet; advertisement)</p> <p>Develop a form; new application</p> <p>Do layout</p> <p>Draw</p> <p>Making e.g. paper/material shapes, three-dimensional solids</p> <p>Manufacture</p> <p>Operate a system e.g. ticketing</p> <p>Prepare a dish</p> <p>Repair (after determining problem)</p> <p>Select ingredients</p> <p>Set up exhibition</p> <p>Shape e.g. dough</p> <p>Stock pantry</p> <p>Sketch</p> <p>Take photographs according to specifications</p> <p>Test capacity</p> <p>Typing a report format; itinerary;</p> <p>Use technology, equipment, apparatus</p>
Reactive skills (react to stimulus)	<p>Accept</p> <p>Collaborate with</p> <p>Confirm</p> <p>Contribute to</p> <p>Extend service</p> <p>Find acceptable</p> <p>Recommend</p>	<p>Create acceptability</p> <p>Ensure service delivery</p> <p>Interpret case study or scenario</p> <p>Prioritise</p> <p>Prompt reaction</p> <p>Recommend with justification</p>

Interactive skills	Ask questions Agree to Collaborate Consent Consult Discuss Explain Narrate Present Welcome guests	Argue for Convert into Convey message Correspond in particular Decide on applicability Develop and explain strategy Formulate new ideas Initiate change Justify argument Liaise Making judgements Motivate for/against Negotiate Promote verbally Protest Provide advice Reason for Select and provide information Verbalise preferences
---------------------------	--	--

Annexure B: TABLE OF DETAILED CONTENT COVERAGE IN THE CAPS DOCUMENT AND THE THREE INTERNATIONAL CURRICULA

Key: Level of difficulty: 1 (easiest) – 4 (most difficult)

Shaded blocks indicate that a topic is not addressed at all in a particular curriculum

*The dark grey blocks in the BC curriculum represent areas of specialisation. These are treated as electives and do not form part of the core for Tourism 11 and Tourism 12.

Table C: Content of the curricula evaluated								
Content Topics	CAPS			British Columbia		Cambridge AS and A Level		Passport to the World
	Gr 10	Gr 11	Gr 12	Yr 11	Yr 12	AS Level	A Level	
1. Tourism sectors								
Introduction to tourism	2			1		3	3	3
Types of tourists and tourist profiles	2			1		4	4	3
Different modes of transport	3			1		4	4	2

Different types of accommodation establishments	2			1	3	4	4	2
The South African grading system for accommodation establishments	3					4	4	
Concepts and terminology used in accommodation establishments	1				1	4	4	
In-room technology	3							
Food and beverage establishments	1			1	3	4	4	
The attraction sector	3				2	4	4	
The public sector	2			3	2	4	4	
Private sector	2			3		4	4	
Airports, airlines and airport operations		1					4	
South Africa's international and national airports		2					4	3
Airport terminology		1					4	
Aircraft terminology		1					4	
Seating configuration in an aircraft		1					4	
Technology used at airports		1					4	
The tourism bus industry		1					4	
The tourism train industry		1					4	
The Gautrain		2						
The luxury cruise liner industry		1					4	
Car rental		3					4	
Job and career opportunities in the tourism sectors and sub-sectors and related services		3			4			4
Entrepreneurial opportunities in tourism		2			4			4
Professional image in the tourism industry			3		4			
Conditions of employment			1		3			
The purpose and value of a code of conduct			2		3			
Unique characteristics of the travel and tourism Industry						3	3	

Number of people employed in the travel and tourism Industry						4	4	
Changing socio-economic factors with regard to tourism						4	4	
Developments in transport technology						3	3	
Tourism product development and innovation						3	3	
Changing consumer needs and expectations						3	3	
Classifying travel and tourism companies								4
Travel and tourism industry careers								3
2. Mapwork and tour planning								
Map terminology and map symbols	1							
Different types of maps in a tourism context	3							
Location of the following on a colour map of SA	3							
Location of the following on a colour map of the world	3							
Distance indicators and distance tables	3							
The tour itinerary		4			3			
Tour plans and route planning			4		3			
Compiling a day-by-day itinerary			4		3			
Compiling a tour budget			4		2			
Health			2					
Safety			2					
Travel documentation			2				4	
World time zones			2					
Calculations of world times when travelling between countries			3					
3. Tourism attractions								
Tourist attractions in South Africa	2							
South African flora and fauna as a tourist attraction	2							
South African National Parks (SANParks)	2							

Luxury private game reserves	2						4	
National botanical gardens	2						4	
Main tourist attractions in the SADC countries		2					4	
Famous world icons and attractions			1				4	3
Factors contributing to the success of a tourist attraction			4			4	4	3
The Butler Destination Development Model						4	4	
Defining destinations								3
Destinations and sustainability								4
Choosing destinations								4
4. Sustainable and responsible tourism								
Sustainable tourism	2			2	2	4	4	3
Responsible tourism	3			2		4	4	
Global warming and the tourism industry	3			2		3	3	
The three pillars of sustainable tourism			4	2	2	4	4	
Responsible tourism and tourists			3			4	4	3
Explain what is meant by responsibility in the tourism workplace					3*			
Explain what is meant by adaptability in the tourism workplace					3			
Willingness to continuously learn					3			
5. Domestic, regional and international tourism								
Technology used for payment in South Africa	3				3		4	
Domestic tourism	3				3			
Domestic tourism statistics	3					4	4	
The Domestic Tourism Growth Strategy – DTGS		4				4	4	
The seven domestic travel market segments according to the Domestic Tourism Growth Strategy		4						

Regional tourism		3		3				
Global events of international significance			3		3	3	3	
Political situations and unforeseen occurrences of international significance			3			3	3	
Forms of payment when travelling internationally			1		3			
Foreign market share-statistics regarding inbound international tourism			3			4	4	
International business and leisure travel services							4	
Organisations and regulations influencing international travel							4	
Factors influencing international travel							4	
Introduction to global travel and tourism technology								3
6. Culture and heritage tourism								
Culture and heritage	1			2			4	3
Heritage sites in South Africa	1							
The South African cultural uniqueness		3						
South African heritage bodies		1						
World Heritage Sites			1				4	
Ecotourism							4	
Adventure tourism							4	
Communication and culture								3
Respecting other cultures								3
Impact of travel and tourism on culture								3
7. Foreign exchange								
Foreign exchange and its value to the South African economy		3				4	4	
Foreign exchange			4			3	4	

8. Communication and customer care									
Communication technology	2			2		3	3		
Communication verbal and written	1			3		4	4	3	
Service excellence	3			2		4	4	4	
Global distribution systems		2					4	4	
Central reservation systems		2		2			4		
Customer care for foreign tourists		3		3		4	4		
Customer Complaints		3		3		4	4		
Managing quality service		3		3		4	4		
Methods to obtain customer feedback and measure customer satisfaction			4			4	4	4	
Discuss how decision-making and problem solving occur in the tourism workplace				3					
Explain how a workplace problem can be solved				4					
Demonstrate the skills and attributes required to function as part of a team				3					
Communicating with internal customers						4	4		
Understanding customer service								4	
Understanding travellers' motivations								4	
Customer service								4	
Global Distribution Systems (GDS) – essential technology								4	
Global Distribution Systems (GDS) – simulations								4	
New and future GDS Technology								4	
9. Marketing									
Marketing of tourism products, services and sites	2				3	4	4	3	
Different types of promotional/advertising techniques		3			2				

The marketing budget		1						
Marketing South Africa as a tourism destination			4		2	4	4	
10. Plan and manage a travel and tourism event								
Work as a team to plan, carry out and evaluate a real project in the form of a travel or tourism event						4	4	
11. The business of tourism								
Describe the inventory control process					2			
12. Tourism Industry Experience								
Preparation for Tourism Industry Experience					3			
Community-based application of attitudes, skills and tourism knowledge					3			
Knowledge of safe work practices in the workplace					4			
Reflection on Tourism Industry Experience					3			