

**ADDRESSING COMPETENCE DESCRIPTIONS IN THE IMPLEMENTATION
OF TOURISM NATIONAL CURRICULUM STATEMENT BY EDUCATORS: A
CASE STUDY OF GRADE 10 IN TWO HIGH SCHOOLS IN FORT BEAUFORT
DISTRICT**

By

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Together in Excellence

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Promoter: Prof. George Moyo

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DECLARATION

I hereby solemnly declare that this thesis is wholly a product of my research and has not been submitted in any form for another degree or diploma at any university or other institution of tertiary education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is provided.


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ABSTRACT

The post apartheid Outcomes Based Education (OBE) introduced in South Africa when the democratic government took over in 1994 has attracted a great deal of research and debate. One strand of the contestations focussed on implementation challenges faced by educators in schools with regard to their understanding of the terminology in the OBE curriculum and their ability to translate what is expected into practice. The Tourism National Curriculum Statement (NCS) is one of the subjects in the new curriculum which this study sought to discover the extent to which educators address its competence descriptions in their teaching.

This was a case study of two senior secondary schools in the Fort Beaufort District in the Eastern Cape Province. The participants were educators who taught the Tourism subject, and a selected group of learners grade 10 learners who were taught the subject. Observations, interviews and document analysis were used to collect data.

There were eight main findings of the study. First, educators were qualified to teach at high school but did not have the necessary academic qualifications to teach the Tourism subject and they appeared to lack content knowledge. Second, educators were not able to align lesson activities with competence descriptions. Third, in actual teaching educators concentrated on lower level teaching activities and assessment tasks. Fourth, Subject Advisors appeared to have challenges in setting lesson activities that address competence descriptions. Fifth, educators were not trained in addressing competence descriptions in workshops run by Subject Advisors. Sixth, educators were seen to focus on content coverage instead of allowing learners to learn at their own pace in order to acquire competences at different levels of the cognitive domain. Seventh, educators faced a myriad of contextual challenges that militated against translating the written curriculum into the taught and assessed curriculum. Eight, assessment practices did not appear to be sufficiently varied across the different cognitive domains that correspond to different levels of competences.

The study concludes that there was a misalignment between the written, taught and assessed curriculum. District support to educators is technician informed by the technical paradigm of curriculum which stresses accountability, whereby checklists of requirements are the focus of district visits to schools, rather than activities that empower educators to understand NCS competence descriptions.

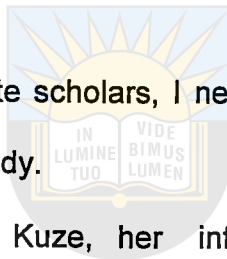
It is recommended that educators be assisted to align four key NCS documents, the Tourism Subject Statement, Learning Program Guidelines, Assessment Guidelines and the Provincial Continuous Assessment Guide which are meant to be used for planning and assessment. Subject Advisors should also be trained on how to support educators to translate the Tourism NCS into the taught and the assessed curriculum. Further research should be carried out covering a bigger sample of districts, schools and educators on the question of addressing NCS competence descriptions.

KEY WORDS: Competence descriptions; Tourism National Curriculum Statement; Competence Based Education; Outcomes Based Education

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DEDICATION

This study is dedicated to my husband, Lennox Vusumzi and my son Sibongile Msingathi for their continued support during my studies. A special dedication goes to my late parents; father, Sergius Sjumba and mother, Dominica Tutu Vevane who passed on during the final stage of this study. You were always my source of inspiration. Thank you very much without you I would not have made thus far.



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ACRONYMS

AS	Assessment standards
CASS	Continuous Assessment
CBE	Competence Based Education
CEM	Council of Educational Ministers
DCES	Deputy Chief Education Specialist
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
Govt	Government
ISD	Independent School District
LO	Learning Outcome
LPG	Learning Program Guidelines
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes Based Education
OBET	Outcomes Based Education and Training
OECD	Organization for Economic Co-operation and development
RNCS	Revised National Curriculum Statement
SAG	Subject Assessment Guidelines
SAQA	South African Qualifications Authority

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CHAPTER ONE

BACKGROUND AND INTRODUCTION TO THE STUDY

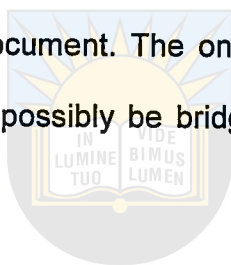
1. BACKGROUND TO THE STUDY

Prior to 1994, under the National Party Government the education system of South Africa was composed of nineteen, separate education departments. These departments were racially and ethnically divided. The education system was authoritarian and rigid because it did not accommodate the diversity of the population of South Africa. There was no real decision making power at local school level. Norms and standards were set by the Minister of Education (Pampallis: 2002).

The logo of the University of Fort Hare, featuring a sunburst design with the motto 'VIA TUO LUMEN' and the year '1916'.
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In 1994 a new democratically elected government was established. One of the fundamental changes in education was curriculum reform. The main aim was to “remove the most racist, offensive and outdated curriculum content inherited from the apartheid syllabus” (Coleman, Graham-Jolly, Middle 2003:36). In 1997 the Council of Education Ministers (CEM) made a decision to replace the old curriculum with a new Outcomes Based Education (OBE) Curriculum in the General Education and Training Band (GET) Grades R – 9 and in the Further Education and Training Band (FET) Grades 10-12. The first Senior Certificate was supposed to be out in 2005 hence the curriculum was popularly known as Curriculum 2005 (C2005) (Department of education (undated)). This was a radically new curriculum. Educators had to follow a new approach to planning,

teaching and assessment. Rote learning and memorization was replaced by a system that explicitly described the competences that learners should achieve at the end of each lesson, each term and year in a particular phase. Learners had to demonstrate some skills, values and attitudes that they have obtained not knowledge only. In a study Rogan (2003:1175) found out that most educators with experience in various types of classrooms across South Africa admitted that Curriculum 2005 could not be implemented in one large step, in a short space of time as outlined by the policy document. The only way that the gap between policy and implementation could possibly be bridged would be by means of a series of smaller steps.



This transformation was stressful for many educators because they were not adequately prepared and trained for this paradigm shift. It was equally difficult to understand the new and complex jargon used in OBE and Curriculum 2005 (Vandeyar & Killen, 2003). New vocabulary, terminology and concepts were introduced. Words such as 'teacher' were changed to 'educator'; 'student' to 'learner'; 'subject' to 'learning area'; 'syllabus' to 'learning programme'; 'textbooks' to 'learner support material' (Chisholm, 2005:196). Educators were bombarded with new concepts like "specific outcomes, assessment criteria, phase and programme organizers, range statements, performance indicators and expected levels of performance" (Chisholm 2005:197). The curriculum changed from a teacher centered one to a learner centered approach. It also emphasized the bringing to the surface the local, hidden, and silenced knowledge and everyday realities of the learners (Chisholm: 2005). Continuous,

performance-based assessment also was the character of this Curriculum. Assessment, reporting and learning were a greatest concern of educators. Calls for postponing the implementation of C2005 were loud and clear until teachers received adequate training and schools had the required resources (Vandeyar & Killen: 2003). C2005 was modified to Revised National Curriculum Statement (RNS) and later NCS (c.f. Chapter 2, section 2.1).

1.1 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement (NCS) is based on nine principles, all aimed at reforming the education system (Department of Education 2003:1-5). These are *social transformation; Outcomes Based Education; high knowledge and high skills; integration and applied competences; progression articulation and portability; human rights; inclusivity; environmental and social justice; valuing indigenous knowledge systems; credibility; quality and efficiency* (National Curriculum Statement 2003:1). The ushering in of NCS brought with it new subjects such as *Life Orientation, Mathematical Literacy, Computer Application Technology, Tourism* and many others. Many schools in the researcher's education district decided to take Tourism as a subject because it was perceived as one that presents opportunities for employment and entrepreneurship for learners. Globally Tourism education is regarded as a sector moving from uncertainty to maturity as government recognize the value of tourism to the economy of their countries (Smith & Cooper: 2002).

1.1.1 Assessment in Tourism NCS

Assessment is a very critical element of the National Curriculum Statement because it determines the learner's progress and provides basis on which judgments can be made. These judgments can be measured by means of subject competences (Department of Education: 2003). The Tourism Curriculum Statement lists twelve Critical Outcomes, four Learning Outcomes and several Assessment Standards relevant to each learning outcome (Tourism NCS Document: 2003). The assessment standards differ and increase in sophistication as one progresses from one grade to another. The achievement of the learning outcomes and assessment standards provide an indication that learning has taken place. The educator must address the learning outcomes. Klotz (1991) characterizes this as the end product of the learning process and assessment standards, being criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade (Department of Education 2003) when they are assessed. According to the NCS, the educator teaches and then assesses in the same lesson.

1.1.2 Subject Competence Descriptions.

While assessment is a means of judging whether a learner has achieved certain outcomes, competences refer to a requirement for an individual to properly perform specific tasks of a job properly. For the Tourism NCS Learning Outcome 1, the competence descriptions are categorized into six levels as shown in Chapter 2, (c.f. 2.5). The levels range from the lowest, Level 1

denoting inadequate achievement of knowledge of Tourism concepts, to Level 6 indicating an outstanding application of conceptual knowledge by being able to explore one's own and community contributions towards responsible and sustainable Tourism. This means that the learner is able to apply his/her own knowledge of Tourism to unfamiliar situations.

According to NCS requirements, educators should place learners on these levels after assessment activities. When teaching and assessing an educator is expected to judge the learners performance against the competence descriptions and then rate the learner according to scale at the relevant level. The competence descriptions assist educators to assess learners and place them in the correct level code or rating.

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Vanderyar & Killen (2003) conducted a study on the application of assessment principles in NCS. Their study highlighted principles such as *reliability, validity, fairness, discrimination and meaningfulness*. Their findings reveal that educators cannot be expected to apply the assessment that they do not understand. They therefore highlight the importance of explaining clearly and explicitly the reforms that are implemented.

Educators now view assessment as a matter of technical procedure (something that must be done to satisfy the bureaucrats), rather than a matter of judgement (something that should be done to help learners learn). This approach also perpetuates the view that teaching is a technology rather than a complex social process (Vanderyar et.al 2003:133).

This study seeks to discover the extent to which Tourism educators address competence descriptions both in their teaching and assessment tasks.

The NCS competence descriptions are not addressed only in formal assessment activities, but they must also be reflected in the way educators plan and teach Tourism lessons. If the teaching is not informed by competence descriptions, which reflect different levels of the cognitive domain, then it is difficult to see how learners are expected to acquire them. A fuller description of Tourism competences is given in Chapter 2. However, a close look at these competence descriptions shows that they are modeled according to Bloom's Taxonomy of educational objectives.

1.2 CONCEPTUAL FRAMEWORK

The Bloom's taxonomy (Manaris, Wainer, Kirkpatrick, Shannon, Leventhal, Barnes, Wright, Schafer & Sanders 2007: 24) provides a way to organize topics and identify their depth of coverage within the curriculum. Given a concept to be learned by a student Bloom specifies six levels of competence at the cognitive domain. These are recall; comprehension; application; analysis; synthesis and evaluation. If one masters a particular level implies mastery of prior levels (Manaris et. al 2007: 24). This is discussed in detail in chapter 2.

1.3 THEORETICAL FRAMEWORK

The Rogan (2003) theory *“Towards a theory of curriculum implementation with particular reference to science education in developing countries”* is used to explain implementation challenges in this study. This is a curriculum implementation theory that is based on three major constructs that are basic in the implementation of Tourism NCS. The first construct is the Profile of Implementation which basically looks at what is taking place in the classroom; what the learners do and what the educator does. The second construct is the Capacity to support innovation which looks at the factors that support or hinder the implementation of a new curriculum. The third construct the support from outside sources considers the fact that a new curriculum cannot be implemented without help from outside sources. Resources form an important part of curriculum implementation that is where the outside sources come in.

The study will focus on the Profile of implementation making special reference to two dimensions; Dimension of classroom interaction and dimension of assessment. The theory is discussed in detail in Chapter 2.

1.4 MOTIVATION FOR THE STUDY

Curriculum issues are interesting issues to educators. An examination of the Tourism National Curriculum Statement and the Learning Programme Guidelines (LPG) showed that they do not correspond in terms of level descriptors for Tourism competences. The Tourism Subject Statement had six

level descriptors while the LPG had seven level descriptors. The descriptors in the Tourism Subject statement has competence descriptions but the ones that are in the LPG do not. As an educator who used to teach Tourism, the researcher found this confusing and wondered how other educators coped. This prompted the investigation of whether educators address the competence descriptions. If they do, how do they do it, since the policy document does not give guidance in this regard.

1.5 PURPOSE OF THE STUDY

The purpose of the study is to establish how educators use competence descriptions when teaching and assessing in Tourism NCS.

1.6 THE RESEARCH OBJECTIVES

The objectives are to investigate:

- Whether the lesson activities planned by Grade 10 educators reflect the cognitive domain levels and the levels of NCS competencies.
- The demographic characteristics of the educator's teaching of a selected topic promote/hinder the achievement of domain levels reflected in NCS competencies.
- The response of learners to simultaneous single / multiple cognitive domain level teaching as required by NCS.
- Whether the District Office support educators in addressing Tourism competence descriptions.

1.7 STATEMENT OF THE RESEARCH PROBLEM AND QUESTIONS

Extensive research has been done in the implementation of curriculum by Chisholm (2005), Pudi (2006). Rogan (2003), Jansen (1999a) and on assessment by Vandeyar and Killen (2003). The literature reviewed does not address the application of the competence descriptions and level descriptors or code ratings in their arguments. This is seen as an important part of curriculum implementation and assessment in NCS as this is what determines the learners' future. In order for the learner to progress in the subject or learning area s/he must be rated according to the achievement of competence descriptions and then be placed in the correct level descriptor. Once a learner has been placed in the correct level descriptor in each subject that s/he is doing that learner would then progress to the next grade.

Any assessment of curriculum is ultimately judged in terms of competences that learners acquire. This study therefore focuses on the extent to which educators involved in the implementation of the Tourism National Curriculum address the competence descriptions as stated in the National Curriculum Statement.

1.7.1 Main Research Question

The main research question: To what extent do educators involved in the implementation of the Tourism National Curriculum Statement address competence descriptions as stated in the NCS?

1.7.1.1 Sub-questions:

- 1.7.1.1.1 What levels of the National Curriculum Statement competences and cognitive domain levels are reflected in lesson activities planned by Grade 10 educators?
- 1.7.1.1.2 What characteristics of the educators' teaching of a selected topic in Grade 10 promote/hinder the achievement of the domain level reflected in the NCS competences?
- 1.7.1.1.3 How do learners respond to teaching at single or multiple domain levels?
- 1.7.1.1.4 How is a selected topic assessed in Grade 10 to show achievements of NCS competences?
- 1.7.1.1.5 How does the district support educators in addressing the Tourism competences?

1.8 ASSUMPTIONS

There is no clear alignment between the written, taught, learnt, hidden and tested curricula. It is not clear whether what the educators teach and assess is addressing the competence descriptions stated in Tourism NCS. There is also a misalignment between the Tourism Subject Statement and the Subject Assessment Guideline in terms of competence levels.

1.9 SIGNIFICANCE OF THE STUDY

If the curriculum objectives are to be achieved it is important to find out what educators and subject specialists understand and do about subject competences as stated in NCS. It is also important that all stakeholders involved in education understand the relationship between written, taught, tested, learnt and hidden curricula. The arguments put by Schmoker (2006) that in most cases there is no relationship between the lesson taught in class, what is prescribed by the curriculum to be taught and what is assessed is the main concern of this study.



1.10 LIMITATIONS

This study covers a small number of educators because there are just that many educators who teach Tourism in the selected schools. The results should, therefore, not be treated as statistically representative of a sample of Tourism educators in the Fort Beaufort District. However the purpose of qualitative research is not to generalize but to “dig” deep into the phenomenon to understand it. Accordingly it must be stressed that the findings of this field study should not be used as a basis for broad generalization, but merely as an indicator, a ‘snap shot’ of what is happening in two schools at a particular time. The findings of the study, however, form the basis for further research on the phenomenon.

1.11 DEFINITION OF TERMS

Curriculum:

A curriculum is described as a formal academic program provided by a school. It is a group of subjects which are offered in a school, course or field of study. It can also be described as the total content of a subject for a particular phase, course or field of study. Curriculum may also refer to the range of compulsory and optional activities formally planned for an individual pupil by a school (Coleman et al. 2003:20).



Competence Descriptions:

This is a grade expectations of what the learners must know and be able to achieve (Department of Education: 2003:39).

1.12 METHODOLOGY


(a) Qualitative Research

Qualitative data is used in this study to address research questions, that is, the interpretation of the extent to which educators addresses the competence descriptions in the implementation of the Tourism National Curriculum. "The qualitative researcher studies human action in its natural setting and through the eyes of the actors themselves" (Babbie & Mouton 2005:278). This is most relevant because the human action researched is how do educators plan, teach and assess in a way that addresses the competence descriptions. Why and how

the competences are addressed was researched through the research questions.

The choice of this method is also supported by Denzin & Lincoln (1994) when they refer to the qualitative research is a field of enquiry in its own right that is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This is why the interpretive approach is used.

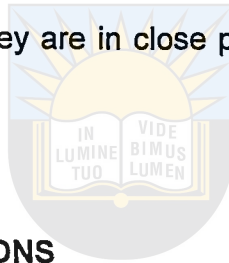
(b) Interpretivist Paradigm



An interpretivist study generally attempts to understand phenomena through people's actions (Myers, 1997). The research interests of this study are concerned with educator's interpretations and implementation of the Tourism subject competences as stated in the Tourism Subject Statement, and how they make sense and meaning through the way they address these competence descriptions in their implementation of NCS. The research was conducted in the natural settings, in this case, the schools which are a direct source of data in which the researcher is the key instrument. The educator's year and lesson plans, the learner's responses were interpreted and the reports by the District officials analysed. The researcher observed, described and interpreted the lesson plans and the learner's responses and the District official's reports in two selected schools of the Fort Beaufort District.

(c) Case Study Research Design

The Case Study was used as a research strategy. In a case study, a particular individual, program or event is studied in depth for a defined period of time (Leedy, 2001:149). Case studies tend to be selective, focusing on one or two issues. In this study, Grade 10 educators and learners in two high schools in the Fort Beaufort District was used. Extensive data (cf. Chapter 3 Section 3.5 & Chapter 4 Section 4.2 – 4.5) from individual schools were collected. These schools were chosen because they are in close proximity with the researcher's school.



1.13 ETHICAL CONSIDERATIONS

The ethical considerations were based on principles of informed consent; voluntary participation, anonymity and confidentiality. These are explained in Chapter 3.

1.14 CHAPTER OUTLINE

Chapter 1: Background and introduction the study

This is an introductory chapter, highlighting the background of the study, conceptual and theoretical frameworks, motivation for the study, the purpose and objectives of the study, statement of the research problem, the research questions, assumptions, significance of the study, limitations, definition of terms and the ethical considerations.

Chapter 2: Literature review

The chapter reviews literature related to addressing competences in curriculum implementation. Different types of curricula are explored.

Chapter 3: Research methodology

In this chapter a brief orientation of the study, interpretivist paradigm, research design, population and sampling, gaining access to schools, data collection procedures, research quality and ethical procedures are outlined.

Chapter 4: Data presentation and analysis

Data collection, presentation and analysis are discussed in this chapter.

Chapter 5: Discussion of findings

This chapter deals with the discussion of the findings.

Chapter 6: Summary Conclusion and Recommendations

This chapter summarizes the study in relation to the problem, draws conclusion and make recommendations for curriculum implementation and for further research.



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CHAPTER 2

LITERATURE REVIEW

2. INTRODUCTION

This chapter is divided into five main sections, the different types of curricula, curriculum paradigms, competence and competence-based education, the Bloom's taxonomy and the theoretical frameworks. The different types of curricula, being the written, taught, learnt and assessed curricula are explored. It also looks at different curriculum paradigms, the technical, practical and critical paradigms, as well as how the South African curriculum fits within the different paradigms. The meaning of competence and competence-based education (CBE) in general and as they apply specifically to the South African Outcomes Based Education (OBE) and to the NCS on Tourism are explored. This will assist the study in establishing how competence-based education can be used by educators such that the expected outcomes are achieved by the learners.

2.1 UNDERSTANDING THE CURRICULUM

The South African curriculum had some fundamental changes that took place in the past years. In 1997 the Council of Education Ministers (CEM) made a decision to replace the old curriculum with a new Outcomes Based Education (OBE), Curriculum in the General Education and Training Band (GET) Grades R – 9 and in the Further Education and Training Band (FET) Grades 10-12. The

first Senior Certificate was supposed to be out in 2005 hence the curriculum was popularly known as C2005 (Department of education (undated)).

Curriculum 2005 is linked to one of Bernstein's (1996) models (cited by Taylor 1999:3) named; the competence model. Bernstein (cited by Taylor 1999) identifies two approaches to curriculum: the competence and the performance models. This study takes a close look at the competence model which model demonstrates the shift from the traditional approach which was mostly teacher - centered to a learner-centered approach (Chisholm, 2005). The learners are expected to take control of their learning. They are expected to show creativity and self motivation. The teacher is there to guide or facilitate the learning process. The competence model is directed towards establishing what the learners can do at the end of learning. Learners should demonstrate higher order thinking skills, by being able to ask questions, evaluate evidence and defend arguments. Evaluation is conducted such that individuals express their competence in a variety of ways but ultimately all learners achieve the defined outcomes of learning. Outcomes based education recognizes the link between visible units of competence and invisible competence like conceptual, problem solving, interactive and context bound abilities (Jansen & Christie, 1999).

C2005 was then modified to Revised National Curriculum Statement and the National Curriculum Statement (NCS). Further improvements were made after which the National Curriculum Statement was introduced. Pudi (2006:104) demonstrate this change as that which

... can be likened to a car that starts to move from first gear through to higher gears. Once the car has been engaged in the first gear (likened to OBE) to start the car moving, the need exist to change to the second gear (likened to C2005) and then to RNCS (third gear) *finally NCS* (italics mine).

It is very important that the different curricula need to be aligned in order for curriculum implementation to take place. Curriculum alignment is defined as an agreement of what is written, taught and tested

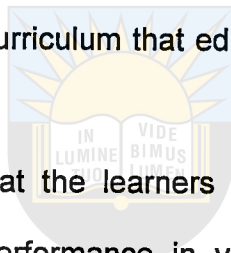
(www.eustaceisd.net/pdf/curriculum.%20Plan.pdf). Adherence to a tightly aligned curriculum will produce excellent learner achievements.

2.2 DIFFERENT TYPES OF CURRICULA

Glatthorn (2000:83) identifies different types of curricula. These are:

1. ***Hidden curriculum or unintended curriculum***: This is what learners learn from the school culture and climate. This includes time management, school discipline and funding for programmes and activities. The messages of hidden curriculum may support or contradict each other as well as the written curriculum (Weber, 2008). For example in the school policy punctuality may be emphasized but in reality educators take time to go to classes and also learners take time to be ready for lessons and do not submit work punctually.
2. ***Excluded curriculum*** is defined as what is left out of the curriculum, intentionally or unintentionally.
3. ***Recommended curriculum*** is what subject experts recommend for a specific subject or learning area.

4. **Written or intended curriculum** is the document produced by government that specifies what is to be taught.
5. **Supported curriculum** is the curriculum found in textbooks, software and multimedia materials that has a significant influence on what is taught.
6. **Tested or assessed curriculum** is what is contained in state tests, school systems tests and educator made tests. It provides valuable feedback about each student understands of essential content, concepts and skills.
7. **Taught curriculum** is the curriculum that educators actually deliver to the learners.
8. **Learned curriculum** is what the learners have learnt. This has to be demonstrated by learner performance in various forms of assessment given to learners.



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From the above curricula, Glatthorn (2000) describes the types of curriculum that may be used in schools when implementing the curriculum as the written, taught, learnt and assessed/tested curriculum. This study concentrates on the four different curricula. This is done in order to establish if the written curriculum is what is taught and assessed by educators and finally learnt by learners. The mentioned curricula need to be aligned in order to yield perfect results.

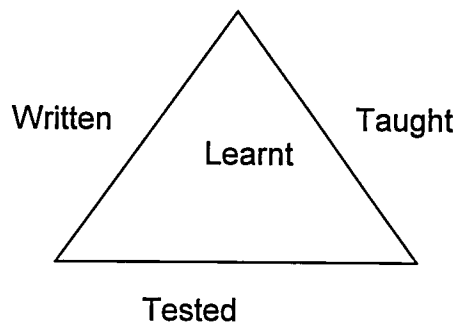


Figure 2.1: Different types of curricula. Adapted from “Aligning the curriculum” Glatthorn (2000:85)

A written curriculum is what appears in the state documents. It can be defined as non-negotiable standards, objectives and expectations that students are to achieve while in school. It is a roadmap used to ensure that each learner meets the objectives stated in the state documents

www.eustaceisd.net/pdf/curriculum.%20Plan.pdf

According to the Curriculum Management Plan for Terrell ISD ([www.terrellisd.com/pdf file/curriculum/](http://www.terrellisd.com/pdf_file/curriculum/)) there are principles that need to be adhered to in the written curriculum, these principles are:

- Curriculum development is an ongoing process that reflects the understanding of the growth and development of learners in our changing society and the needs of the community.
- The curriculum is based on the core set of non-negotiable objectives, which guides decisions about teaching and learning. In the case of NCS these are the outcomes and assessment standards stated in the subject statement.

- The curriculum is developed such that learners go from educator to educator, they have the opportunity to achieve the same objectives or outcomes and assessment standards at each grade.
- The curriculum must be reviewed and updated regularly.
- The curriculum is assessed regularly.

The written curriculum will have little impact and be ineffective on learner achievement unless it becomes a taught curriculum (Weber, 2008).

The taught curriculum refers to the content and how the written curriculum is taught. This means the instructions and the process by which the educators plan, organize and deliver lessons according to the written curriculum. Thus all educators have a responsibility to the development of the written curriculum. Educators are expected to teach and assess the expectations as aligned and articulated in their subject area curriculum guides

(www.eustaceisd.net/pdf/curriculum.%20Plan.pdf). Government officials dealing with curriculum issues are also expected to be knowledgeable about the written curriculum and also to support educators in the implementation and evaluation of the curriculum. When delivering the lessons educators need to follow certain principles, amongst others the important ones are:

(www.eustaceisd.net/pdf/curriculum.%20Plan.pdf)

- Educators are encouraged to be flexible and creative in the way they deliver lessons

- Textbooks, software, community resources and other material need to be selected based on the written curriculum.
- Continuous training of educators designed to prepare educators for proper implementation of the written curriculum.

The effectiveness of what is taught needs to be assessed or tested hence there is a tested or assessed curriculum.

The tested curriculum is learner assessment, both formal and informal that is used to evaluate learner progress towards mastery of the written curriculum (www.eustaceisd.net/pdf/curriculum.%20Plan.pdf). It is meant to identify gaps that learners may have and also guide educators on designing and redesigning of instructions at appropriate levels which is the depth and the complexity of the challenge. Through the tested curriculum, the progress of learners can be communicated to parents so that they can support the learners at home ([www.terrellisd.com/pdf files/curriculum/](http://www.terrellisd.com/pdf%20files/curriculum/)).

The tested or assessed curriculum indicates exactly what the learners have learnt. This can be determined through their performance on tests and other assessments. This is referred to as the learnt curriculum.

In order for us to be sure that learners have learned what Glatthorn (2004:15) refers to as the “real curriculum” there are competences that a learner must display. What the study is going to concentrate on can best be illustrated in the diagram below.

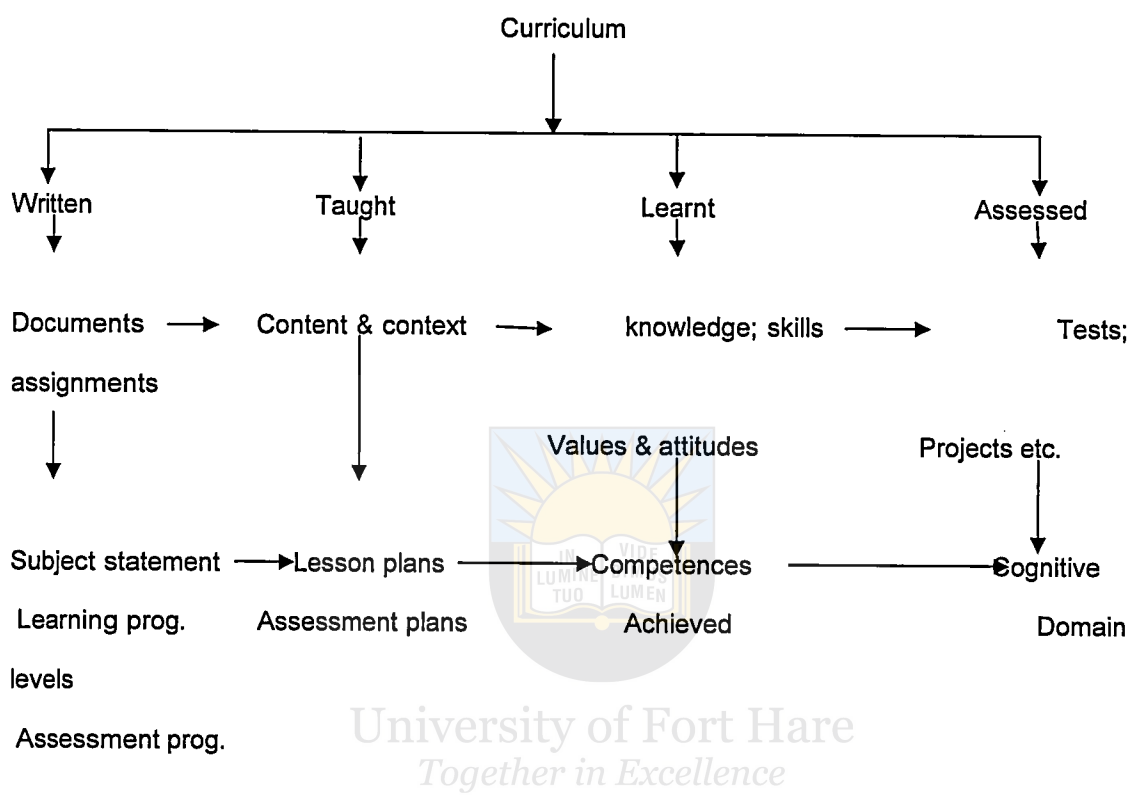


Figure 2.2: Summary of what the study covers

2.2.1 Curriculum Paradigms

In order for one to understand the curriculum one also needs to look at different curriculum paradigms. Since the study is curriculum related one needs to look at how the South African Curriculum fits within the existing curriculum paradigms and specifically how does the Tourism National Curriculum Statement feature within these paradigms. Coleman et al. (2003) have outlined the three curriculum paradigms, the technical, practical and critical.

2.2.1.1 Technical or empirical-analytic Paradigm

The universal truth in the technical paradigm means that the development of knowledge must include the ability to generalize across all cases of a particular phenomenon (Coleman et al, 2003). In the case of the curriculum, the implication is that its truths are universal and are true for any curriculum irrespective of its context of practice. The same curriculum, with the possibility of minor adaptations, is appropriate across any number of educational contexts, because the same principles about what to teach, how to teach, how learners learn and how to assess their learning will apply. For those working in this paradigm the possibility of generalizing across all contexts is acceptable. It would be an argument for equalizing the educational inputs across all schools in order to achieve the same outputs. (Coleman et al, 2003). In other words it would be argued by those who support this view of the curriculum that, provided every school teaches the same subject matter in the same way, using the same teaching and learning resources, the results of education will be the same. This does not take into consideration the different and unique environments where learners come from. It is taken as one size fits all and is good for everybody.

The development of knowledge in the technical paradigm consists of discovering the nature of reality through the use of appropriate scientific methods (Coleman et al, 2003). An appropriate methodology inquiry would be studying the curriculum objectively, breaking it down into its component parts, employing rationality in analyzing the cause and effect relationship between

different parts of the system, conducting experiments and observing what happens, and collecting data and drawing conclusions based on them. The possible contamination of knowledge by the values and beliefs of those undertaking the curriculum enquiry could be avoided or minimized through the use of appropriately 'scientific' methods of enquiry. These would require the inquirer to distance himself / herself from the object of study in order to establish the truth (Coleman et al, 2003).

This paradigm does not fit in NCS; curriculum in South Africa cannot be universally applied as educators come from different professional backgrounds and education levels. The diversity in terms of socio – economic and cultural conditions of learners in South Africa proves the technical paradigm is not suitable for SA curriculum (Prinsloo, 2007). The only connection that this paradigm has with NCS is that this paradigm relies on the use of documents to deliver curriculum. It relies on the written curriculum (Coleman et.al, 2003)

2.2.1.2 Practical or historical – hermeneutic Paradigm

In this paradigm knowledge is treated as constructed under social conditions. The main assumption of this theory is that all human beings are able to think. It also focuses on giving meaning of social situations and is context based (Coleman et al, 2003). The practical paradigm focuses on the curriculum inquiry and development that will produce opportunities in learning rather than pre-determined outcomes. This curriculum takes learning as a process and not

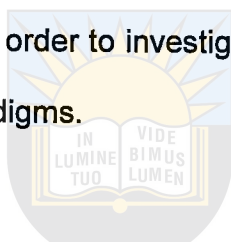
product based. The crafting of National Curriculum Statement has been influenced by this paradigm as it states that “It strives to enable all learners to reach their maximum learning potential by setting outcomes to be achieved by the end of the education process” (Department of Education, 2003:2). Curriculum management in this paradigm involves educators getting together to work on interpreting policy and curriculum content within the context of their own school environment and understanding of learners.

2.2.1.3 Critical or Emancipatory Paradigm

This paradigm is closely related with the practical paradigm because it acknowledges that knowledge is socially constructed. In this paradigm, it is not only educational processes like teaching; learning and assessment that are taken into consideration but social, political and economical context are taken into consideration. Values, beliefs and interests underpin the curriculum and should promote social justice. Theorists in this paradigm make a critical analysis of education around the issues of gender, class, race and religion in order to make sure that the curriculum does not favor one social sector over the other (Coleman, Graham – Jolly, Middlewood, 2003). The NCS is based on principles taken from Constitution of the Republic of South Africa. Among the principles that underpin NCS are social transformation, human rights, inclusivity, environmental and social justice.

The two paradigms that I think influenced the National Curriculum Statement are the practical and critical paradigms. The knowledge required in NCS is context based. The indigenous knowledge systems and social situations are taken into consideration when the curriculum is implemented. The political situation is also considered in NCS which is what is required by the critical paradigm.

It is important for this study to look closely at the policy document, the Tourism National Curriculum Statement in order to investigate how it fits within the types of curricula and the different paradigms.



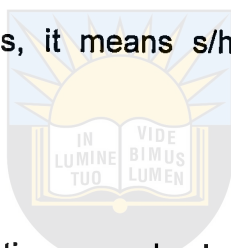
2.3 THE TOURISM NATIONAL CURRICULUM STATEMENT

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The official document that is discussed in this case is the Tourism Subject Statement (DoE, 2003). There are preset Outcomes in the Tourism Subject Statement that guide educators as to what they are supposed to teach the learners. This is important for both the educator and the learner as they both know their focus area. In Tourism there are four learning outcomes that are prescribed in the subject statement. These being (1) Tourism as an interrelated system which focuses mainly on knowledge. The knowledge in this learning outcome is basically on concepts "tourism and tourists ", reasons why do people travel and the different sectors and subsectors of the tourism industry, (2) Responsible and sustainable Tourism emphasizes values, (3) Tourism Geography and Travel trends look at knowledge and skills. The main focus here is on the knowledge of the location of different attractions and map reading, time

zone calculations and currency conversion skills, (4) Customer care and communication, looks at mostly communication skills and the skills learners should have in order to function properly in the tourism industry (National Curriculum Statement, 2003). There are assessment standards found under each learning outcome which determine the milestones that a learner must achieve. The learning outcomes and assessment standards suggests what the teacher must teach and what the learners must learn. Once the learner has achieved the intended outcomes, it means s/he has attained the required competence descriptions.



The attained competence descriptions are checked at the end of the academic year. For example, a Grade 10 learner who has achieved level 6 of performance which is an outstanding performance according to the rating scale given in the Tourism Subject Statement must show outstanding achievement in the following competence descriptions; (a) applying conceptual knowledge of the tourism industry as an interrelated system, (b) using a systematic approach and innovative methods to investigate career and entrepreneurial opportunities, (c) applying map reading, data analysis and communication skills proficiently across a wide range of tourism contexts (National Curriculum Statement, 2003). Competence descriptions are supposed to be addressed in the taught and learned curriculum.

The NCS document provides the theory of what the educator must teach in the classroom. What is contained in the Tourism NCS document is further broken down into a document called the Learning Programme Guidelines (LPG). The educator is given a clear content framework to be delivered in class in the Further Education and Training Phase (FET). The FET phase is composed of grades 10, 11 and 12.

Generally, a subject framework guides the educators as they plan their daily classroom activities. It also helps textbook writers by guiding them as to what material should be provided to support educators and learners. Textbooks are also important resource material for planning. Those who develop assessment instruments for measuring what has been learnt in the classroom consult this document (Taylor, 1999).

In the same document, the LPG, there is a work schedule that guides the educator as to what to teach and when. The content is broken down into school terms, and weeks. The work schedule acts as a pace setter. Another important document supplied to educators is the Subject Assessment Guideline that specifies what, why, when and how to assess. This can be identified through a thorough analysis of documents, the educator's lesson plans, assessment plans and activities. It will then be determined whether learners display the achievement of the intended outcomes when assessed.

In Tourism, the first competence description that a Grade 10 learner is supposed to demonstrate is that of being able to apply conceptual knowledge of the tourism industry as an interrelated system to explore own and community contribution towards responsible and sustainable tourism in South Africa.

Therefore, one has to look at how the conceptual knowledge is addressed in the lesson plans. How are these concepts delivered in the classroom such that learners achieve the intended outcomes? When they assess, do educators design the questions to describe what the learners must learn? Assessment is important and must be authentic, Sigford (2006:99) describes "Authentic assessment as that which is designed to determine what was learned, therefore, questions asked should match the standards that are required.



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Once the tourism concepts are taught and learnt one has to check if the learners can connect the concepts in real life situations. This was done by considering the change that they brought to their own communities in order to contribute towards responsible and sustainable Tourism in South Africa.

The challenge that is facing the learners when they have gone through their schooling years is the relevance of what they have been taught to what they are going to experience in the workplace. The taught curriculum should provide learners with relevant competences that are required in the workplace or in the jobs and also in tertiary institutions. What is addressed in the written, taught,

learnt and assessed at the schools should be what is expected by the employer in the tourism industry and the tertiary institutions.

Effective curriculum implementation means, among other things, the proper alignment of these different types of curriculum. One way to find out if there is effective curriculum implementation is to investigate the competences that a learner exhibits after going through a curriculum or during the course of getting that curriculum. To do this, we need to first understand what we mean by competences and competence based education.

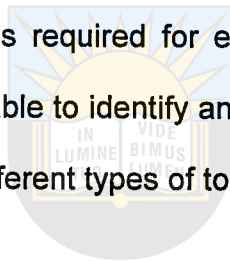
2.4 COMPETENCE AND COMPETENCE BASED EDUCATION

2.4.1 The meaning of competence

Competence is described by Smith (1996) as a measure of what someone can do at a particular point in time. This refers to what a learner can do after completing Grade 10. What one can do depends on the essential skills, knowledge, attitudes and behaviors that one has in order to be able to effectively perform a real world task or activity (Mrowicki in Weddel, 2006).

In similar vein, Audigier (2000) considers competence as being able to provide theoretical framework which can be used to define, orient, incite and analyze activities. The author further identifies three broad categories of competences namely: cognitive competences, ethical competences and action – related competences.

The cognitive competences are basically related to the knowledge that one has to demonstrate in Grade 10. The learners are expected to show conceptual knowledge of the tourism industry as an interrelated system. When doing that one has to establish how deep the learner can go in clearly showing that s/he understands the concepts. This can be determined through the learner's ability to address questions set at different cognitive levels of the Bloom's taxonomy (DoE, 2003) and the educator's planning and teaching in different cognitive domain levels. When a learner is required for example to know the different types of tourists, s/he should be able to identify and analyze the different needs, services and products that suit different types of tourists.



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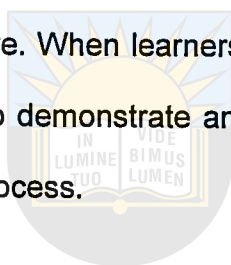
In order for the learner to be able to provide the required service to the tourists s/he must have ethical competences. The ethical competences are the correct values and attitudes that are required in the tourism industry (Audigier, 2000). Knowing the tourists needs, respecting their cultures, meeting their expectations and providing excellent service are some of the values that are required to show that a learner is competent. This also applies to the second Tourism learning outcome that promotes responsible and sustainable tourism.

Action – related competences are skills related. This involves the communication, customer care and service and technological skills such as using computers for e-mailing and making travel arrangements that will enable a

learner to practically perform the Tourism related duties. Falling in this category is the ability to read a map and analyze given data.

For this study competence means a complex combination of knowledge, skills, attitudes and personal values which are used to achieve learning outcomes stated in the Tourism Subject Statement.

In NCS for Tourism competences describe Grade expectations of what learners must know and be able to achieve. When learners are required to demonstrate competence they are expected to demonstrate an ability to do something or to show an outcome of a learning process.



The competence descriptions assist educators to assess learners and place them in the correct rating. The statement of competences for Tourism describes the minimum skills, knowledge, attitudes and values that a learner should demonstrate (DoE, 2003). In order to make sure that the Tourism NCS enhances the achievement of competence one has to look at Competence - based education.

2.4.2 Competence-based education

2.4.2.1 The meaning of competence based education

Competence Based Education (CBE) emerged in the United States in the 1970's and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge,

skills and behaviors students should possess at the end of a course of study (Tuxworth,1990).

Competence Based Education is focused on outcomes of learning. The original focus was on specifying the outcomes that subjects were aiming at, so as to make all the educators teaching the subject more accountable for what they delivered and the assessment more valid (Tomlinson,1995). Schenck in Weddel (2006) describes CBE as outcomes based instruction and is adaptive to the changing needs of students, teachers and community. CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in real life situations. It is when the learners can apply the knowledge and skills that we can say the competences have been addressed and achieved.



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In the case of NCS these are the learning outcomes and assessment standards that learners have to achieve in Tourism or any subject or course of study. Tourism NCS describes what learners can do and also describes the learning process that an individual has undergone. There must also be precise measurable descriptions of knowledge, skills and behaviors that learners should possess; this is refers to the competence descriptions that learners need to demonstrate in Tourism before progressing to the next grade.

2.4.2.2 Pre requisites of competence based education

In order for an educator to be able to address competence descriptions when implementing Tourism NCS it is a prerequisite that they be competent. The competences emphasized in teacher education are Foundational, Practical and reflexive competences.

According to Fraser, Killan and Nieman, (2005), the Foundational Competence is the professional or specialist knowledge about the subject. Each educator should have a sound conceptual knowledge about his /her subject. The lack of foundational knowledge makes teaching ineffective and retards knowledge. Foundational competence is developed through studies and subject content knowledge like Tourism content knowledge (Fraser et. al, 2005).

The Practical Competence is that aspect of competence that can be observed when educators are performing their job. Practical competence is developed through methods, subjects and the actual performances. It is important therefore for this study to look at the educator's planning, teaching and assessment. Do his/her lessons address the competence descriptions stated in the Tourism NCS? Does the educator have the competences that will be transferred to learners? (Fraser et al, 2005)

Reflexive competence is the ability to reflect on ones practice and learn from experience. Educators are required to be aware of the limitations of their

foundational competences and be able to improve on their practical competence. Reflexive competence is assumed to develop with teaching experience (Fraser, Killen and Nieman, 2005).

2.4.2.3 CBE and the South African OBET

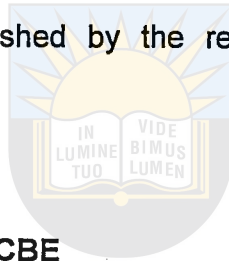
The South African Outcomes Based Education and Training (OBET) came about as a product of three antecedents, the ascendancy of competency based modular education and training in South African industry after 1985; the adoption of Australian and British “outcomes” models; and the resurrection of the People’s Education (Kraak in Jansen and Christie, 1999). The three were forged together to create Outcomes Based Education and Training (OBET). This was aimed at going beyond the narrow cognitive confines of competency models by incorporating the progressive pedagogical principles of People’s education. “People’s education” emerged in the mid - 1980s in the former era of the struggle against apartheid (Kraak in Jansen and Christie, 1999).

This movement viewed the school classroom as a central site of struggle against apartheid. Some of the principles of this type of education were:

- Education based on critical thinking, independent work and integrated studies.
- Pedagogy was learner centered, student - paced learning and continuous assessment
- Process- led learning

This created a learning methodology which is simultaneously radical and discursive in practice but behaviorist in assessment as it aimed at changing the values and attitudes of learner at the end of the learning process.

The core of an outcomes and competence based education is the demonstration of competence in terms of criteria in the case of NCS the competence descriptions established by the relevant education or training authority.



2.4.2.4 The challenges of CBE

CBE tended to be framed in terms of concepts coming from behaviourist psychology (Tomlinson, 1995). CBE tended to reduce competence to performance. What is of great importance in education is what the learner becomes able to do and not what is covered.

According to Tomlinson (1995) CBE traditionally was based on analyzing skills into large numbers of component behaviors that were seen as separately assessable but also capable of being taught in isolation and then combined. This approach was also associated with other themes, such as constant assessment and feedback to learners during the teaching and learning programme. This approach is also associated with the matching of instruction to

individual learner characteristics such as existing strengths and weaknesses, learning styles, modeling the attitudes and behaviors desired of learners.

The main focus of CBE is on specifying a capacity of what a competent person can do. In Tourism NCS Learning Outcomes (LO's) and Assessment Standards (AS's) are the ones stated upfront. The daily programs and modules are designed such that LO's and AS's are addressed, competences are not emphasized in daily programs. The Learning Program Guidelines (2008), the most updated government document do not refer at all to competences, only LO's and AS's are mentioned. This has a negative impact on the emphasis towards addressing competences by educators in their daily activities. The common factor between the CBE and Tourism NCS is that it follows the steps CBE but with different emphasis. The outcomes, assessment and standards are common in both systems. In assessment the questions set are supposed to differ in complexity. The Blooms taxonomy (Huitt, 2004) defines how deep the content set is supposed to go.

2.5 THE BLOOM'S TAXONOMY ON COGNITIVE DOMAIN LEVELS AND SUBJECT COMPETENCES

This study looks closely at the cognitive domain level from the three domain levels of Bloom's taxonomy (Huitt, 2004). According to Huitt (2004), in 1948 a group of educators undertook a task of classifying education goals and

objectives. The purpose was to develop a classification system for three domains:

- Cognitive: mental skills (knowledge)
- Affective: growth in feelings or emotional areas (attitude)
- Psychomotor: manual or physical skills (skills)

The work on the cognitive domain was completed in 1956 and is commonly known as the Bloom's taxonomy of cognitive domain. Manaris, Wainer, Kirkpatrick, Shannon, Leventhal, Barnes, Wright, Schafer & Sanders (2007) state that Bloom's official job title was a University Examiner. His job influenced the traditional use of the Bloom's taxonomy in deriving test questions according to the six domain levels. According to the information received from www.cfisd.net/deptz/curricula/ellang/Bloom's%20table.pdf the domain levels from the lowest to the highest are referred to as

Knowledge: Is defined as remembering of previously learned material. The learner is expected to bring to mind the appropriate information. One is expected to recall data or information, to know common terms, specific facts, methods and procedures, basic concepts and principles. In Tourism NCS the learner is required to have conceptual knowledge of for example the definition of a tourist or different sectors and subsectors of Tourism.

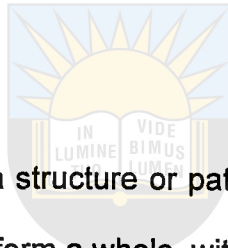
Comprehension: Is defined as the ability to grasp the meaning of material. One must show an understanding of the meaning, translating material from one form to another (words to numbers), the interpolation and interpretation of material, the explanation or summarization of instructions and problems. The learners are also expected to predict consequences or effects, understand facts and principles, interpret verbal material, charts and graphs, translate verbal material to mathematical material and finally justify methods and procedures. These learning outcomes go one level beyond remembering of material and represent the lowest level of understanding. This is shown by a learner in Tourism when s/he can identify the specific needs that are expected by each type of tourist.



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Application: The emphasis here is on applying appropriate principles or generalization. One must be able to use a concept in a new and concrete situation, apply laws and theories to practical situations, solve mathematical problems, construct graphs and charts and lastly demonstrate the correct usage of methods and procedures. Learners must be able to apply what was learned in the classroom to novel situations in the workplace. A learner in Tourism must be able to interpret a graph showing the number of Tourists visiting South Africa in different seasons.

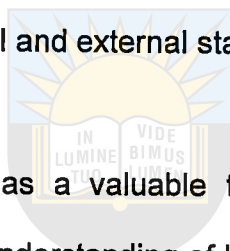
Analysis: one must be able to separate material or concepts into component parts so that its organizational structure may be used. The emphasis is put on breaking information into constituent parts and detecting relationships of the parts and the way they are organized and organizing material according to a coherent pattern. Facts need to be distinguished from inferences. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.



Synthesis: Involve building of a structure or pattern from diverse elements. It refers to putting parts together to form a whole, with emphasis on creating a new meaning or structure that reflects originality. This involves the production of a unique communication (theme or speech), a plan of operations (research proposal), or set abstract relations (scheme for classifying information) Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures. One who fulfils this level is able to write a well organized speech, creative short story, poem or piece of music. One must be able propose a plan for an experiment; integrate learning from different learning areas into a plan for solving a problem. A learner must also be able to formulate a new scheme for classifying objects or events or ideas.

Evaluation: The emphasis here is on values, making qualitative and quantitative judgments, using criteria from internal and external sources and

standards. It is concerned with making judgments about the value of ideas or materials like statements, novels, poems or written reports for a given purpose. The learning outcomes in this area are highest in the cognitive hierarchy because contain elements of all of the other categories, plus conscious value judgments based on clearly-defined criteria. The learner at this level must be able to judge the logical consistency of written material, judges the adequacy with which conclusions are supported by data and judges the value of work (art, music or writing) by use of internal and external standards of excellence.



Bloom's taxonomy is regarded as a valuable tool for refining the learning objectives. It helps the educator understanding of how to teach the material (e.g. Lectures, lessons or assignments) and how to assess learners' performance (e.g. Tests, examinations and questions). When the theory is applied in the curriculum, it helps learners better appreciate what is expected of them. The educator is also able to identify the expected levels of competence for each learning objective or outcome.

Bloom's taxonomy forms an important part of the curriculum implementation as a result it is revised to suit the present Tourism NCS.

Table 2.1 Cognitive domain levels according to the Bloom's taxonomy

Remembering	Recognizing ,recalling
Understanding	Interpreting,exemplifying,classifying,summerising,inferring,comparing, explaining
Applying	Executing, implementing
Analyzing	Differentiating, organizing, attributing
Evaluating	Checking, critiquing
Creating	Generating, planning, producing

Adapted from:

<http://www.kurwongbss.eq.edu.au/thinking/Bloom/bloomd.htm>

Bloom's (1956) taxonomy provides the way to organize topics and identify the depth of coverage within the curriculum. This model is also used to identify the depth of knowledge to be mastered by a student for each topic presented therefore making the implementation easier to understand and apply in curricula.

1. This model applies to the Tourism Curriculum. In the Tourism NCS there are four learning outcomes and several assessment standards. The assessment standards vary in degree of sophistication. In each learning outcome assessment standard 1 will fall in the lower level of the cognitive development according to the Bloom's taxonomy. As the assessment standards increases they also step up in the cognitive domain levels. Given a concept to be learnt by learners, Bloom specifies six levels of competence at the cognitive domain. Mastering a higher level in the hierarchy it means one has excelled in the lower

levels. The increase in the Grades, (Grade 10 – 12) also means development and maturity in reasoning and knowledge.

The study by Manaris, Waiver, Kirkpatrick, Stalvey, Shannon, Leventhal, Barnes, Shafer, Wright and Sanders (2007), identified a misconception of treating the taxonomy as a simple numerical scale without regard to the semantics of the levels. The importance of considering the semantics will show the educators exactly what they want their learners to achieve. They will not look at the scale and marks achieved and decide that the learner can be placed in a specific level. The rating scale used in NCS must not only state the levels but should consider the semantics stated. This means that one must go beyond knowing that Bloom's taxonomy provides six different levels of thinking and levels built in increasing order of difficulty. It is important that one understand what is meant by the term represented in each level.

A clear indication of the misconception identified by Manaris et. al, (2007) can be seen in Table 2.2 and 2.3 below.

TABLE 2.2 Competence Descriptions and levels of Performance

Code	Scale	Competence Descriptions
LEVEL 1	0 – 29% Inadequate	Have limited knowledge of Tourism as an interrelated system
LEVEL 2	30 – 39% Partial	Have knowledge of the Tourism industry as an interrelated system, but lack of understanding of the interdependence between sectors in the industry is evident.
LEVEL 3	40 – 49% Adequate	Have the basic knowledge and comprehension of the Tourism industry as an interrelated system but needs regular assistance to apply knowledge.
LEVEL 4	50 – 59% Satisfactory	Understands the Tourism industry as an interrelated system – occasionally need assistance with application of knowledge when exploring unfamiliar areas
LEVEL 5	60 – 79% Meritorious	Holistically understand the tourism industry as an interrelated system and anticipate potential problems in the industry of this nature.
LEVEL 6	80 – 100% Outstanding	Apply conceptual knowledge of the tourism industry as an interrelated system to explore own and community contributions towards responsible and sustainable tourism.

Adapted from: Department of Education (2003: 46 – 53)

Table 2.2, taken from Tourism Subject Statement (Department of Education, 2003:46 – 53) shows the competence descriptions. It can be seen from the table that competence descriptions are categorized according to levels. The lowest level, Level 1 denoting inadequate achievement of knowledge of Tourism

concepts. A learner at this level is incompetent. He / she does not understand the definition of concepts. Level 2 indicates a partial understanding of concepts; a learner in this level has a minimum understanding of the concepts but needs some guidance. Level 3 denoting adequate knowledge and comprehension of Tourism concepts; Level 4 denotes a satisfactory understanding of the Tourism industry and application of knowledge of the Tourism concepts; the learners at this level are competent just because they understand and apply the concepts. Level 5 indicates a holistic understanding of the Tourism Industry and being able to make new meaning through anticipating potential problems of the Tourism industry; learners at this level is competent enough because they can apply the knowledge to identify Tourism problems and suggesting solutions. The highest is Level 6 indicating an outstanding application of conceptual knowledge by being able to explore their own and community's contributions towards responsible and sustainable Tourism. Learners at this level are able to apply the knowledge and understanding to explore familiar and unfamiliar situations.

The table also shows that the competence descriptions are modeled according to the Bloom's taxonomy of cognitive development. In order for learners to progress to the next grade they must have achieved the specified competences. In this table the semantics of the levels are clearly stated and not only the numerical levels. An educator is supposed to make sure that the lessons and assessment tasks are set such that they address the competence descriptions specified for that Learning Outcome.

When learners have achieved a specific percentage in examinations or tests they will be placed at a level relevant to the percentage given. For example a learner who gets 55% in examinations will be placed in 4. What one needs to understand more is whether this learner fits in the category stated in the competence descriptions explained in the table. Table 2.2, Column 2 shows the numerical scale and Column 3 the competences are described. A clear guide is given of what the learner must be competent in, in order to be placed at a specific level. An educator and a learner will be clear about what s/he has achieved in order to place at a certain level.

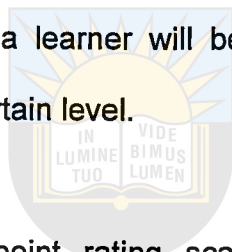


Table 2.2 shows a seven – point rating scale from a Tourism Subject Assessment Guidelines (SAG) (Department of Education, 2008:5). The SAG is one of the important documents used by educators when planning and assessing learners. This document updates the Tourism Subject Statement concerning assessment. When one looks at Table 2.2 found in the Subject Statement and what is in Table 2.3 found in the SAG one can notice a clear difference.

Manaris et. al. (2007) identified a misconception of treating the taxonomy as a simple numerical scale without regard to the semantics of the levels. The clear absence of the description of competences for level 5, which is the level added to the new table found in the SAG shows that only numerical levels are indicated. It is unfortunate that Table 2.3 is the one that is used for promotion of

learners in all school subjects, Tourism included. To decide whether a learner is ready or not ready to progress to the next grade Table 2.3 is used. This is a great challenge for educators who are expected to address competence descriptions in the implementation of NCS.

TABLE 2.3 Seven Levels Rating Scale

RATING CODE	RATING	MARKS (%)
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70-79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Adapted from: Tourism Subject Assessment Guideline: Department of Education (2008-5)

2.6 THE THEORETICAL FRAMEWORK FOR EXPLAINING IMPLEMENTATION OF TOURISM NCS

Curriculum change comes with lots of uncertainties on the part of the curriculum implementers. Curriculum implementers in this case are the educators. The lack of alignment between policy documents cited above may lead to unintended results. The interpretation and understanding of the same policy may be

different resulting in distortion of the good curriculum. The focus of this study is to find out if written curriculum is what is taught, learnt and assessed in the classroom.

Rogan's (2003) theory takes into consideration current realities that exist in different institutions of learning. There is diversity in various institutions created by different reasons like funding policies of the past government and socio-economic conditions that exist in different communities. The theory builds on the strengths of various educational components present in the education system such as educators, learners and the school environment.

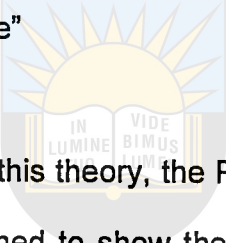
The theory introduces three major constructs: Profile of Implementation; Capacity Support innovation and Support from Outside Sources. These are explained below (Rogan, 2003).

The profile of implementation looks at what constitutes a good practice and what it looks like in the classroom that is what the educators and learners do.

The Capacity to Support Innovation attempts to "understand and elaborate on the factors that are able to support or hinder the implementation of new ideas in a school system". The indicators of the Capacity to Support Innovation are grouped into four; physical resources, teacher factor, the learner factor and the

school ecology and management which is the school discipline and tone. This may also affect the curriculum implementation.

The construct of Support from Outside Sources refers to organizations outside the school that interact with the school in order to facilitate innovation. This study concentrates on the profile of Implementation. This is an “attempt to understand and express the extent to which the ideals of a set curriculum proposal are being put into practice”



This study takes one construct of this theory, the Profile of Implementation. The profile of implementation is designed to show the “map” of a learning area, in this case Tourism and then offer a number of routes that could be taken to a number of destinations. The destinations one can mention are proper planning, teaching and learning; creation of a proper learning environment, assessment and achievement of competences by learners. In identifying the route to be taken each school is supposed to identify their current strengths and capacity to implement the new curriculum.

It is recommended that the implementation process must be a long term, ongoing process in which educators and other members of the school are given a say in where they begin and how fast they go. In so doing, the school members will ensure that no parts of the curriculum documents will be left out or misunderstood. Various members of the school community must participate in

drawing up a plan to implement change in a way that is appropriate and feasible for the school's context and culture.

There are four dimensions offered by this theory on the profile of implementation construct. The two dimensions relevant for this study are the dimension of classroom interaction and dimension of assessment. The dimension of classroom interaction focuses on what the educators and learners do. The dimension of assessment looks at the different types of assessment and the different types of questions used during assessment. In the dimension of classroom interaction, educators are guided by the Tourism NCS, as to what they are supposed to teach in the classroom. The method of delivering the lesson is also supposed to be outcomes based and learner centered.

Every school has different contexts and capacities. The school is required by government to do school evaluation annually in order to assess the strengths and challenges that are peculiar to the individual school. It must look at the contextual factors that promote or hinder the implementation of the NCS. Examples of these may be overcrowded classrooms, the workload of educators or lack of textbooks etc. It is, therefore, important that every school know their position in terms of NCS implementation and then select the route that they are to follow in order to implement Tourism NCS successfully.

According to the theory schools are placed at different levels ranging from 1 – 4. Level 1 describes a well-organized teacher centered lesson. Learners are engaged to a certain extent in question and answer mode. Assessment is of pencil and paper type test only but the tests are well designed and are beginning to ask some questions that require more than simple recall. Level one does not describe the lowest type of practice but rather a good transmission type lesson. As the levels progress the implementation and assessment improves towards a more NCS compliant type of a practice.

The theory was found to be effective for this study in that it provided guidelines on how to look at the implementation of Tourism NCS. The contents of the theory which were in the Profile of Implementation enrich the study by supplying indicators that one could look out for when collecting the data.

Rogan's (2003) ideas focus on the main factors of the NCS: the educator factor and the learner factor. These are the important factors as the main concern of curriculum implementation is teaching and learning. In making sure that the said factors are studied extensively, the different types of curricula, being the written, taught, learnt and assessed curriculum need to be examined. The written, taught and assessed curriculum focuses on what the educator should do. The educator needs to understand the written curriculum.

The policy documents are the Tourism Subject Statement (NCS), Learning Programme Guidelines (LPG) and the Assessment Programme Guidelines

(SAG). These provide the educator with the content and the context of what the educator should teach, thus being the taught curriculum. Educators' planning, lesson plans and assessment plans are informed by the written curriculum. The Tourism assessment standards differ and increase in sophistication as one progresses from one grade to another.

This is visible in Rogan's (2003) theory where Level 1 seems to be less sophisticated and mostly pitched at the lower level of the Bloom's Taxonomy. The educator applies the NCS principles but still embarks on traditional methods of teaching because the educator still takes the centre stage. As the levels progress there is a shift from the traditional practices as at Level 4 for example the learner takes the centre stage. An educator who is in level 4, for example, in the implementation of Tourism NCS, would deliver a learner - centered lesson. Even at level 4, one does not discard the lower levels of implementation but builds on them.

The strength of the theory is that it recognizes the fact that the curriculum players that can effectively implement the NCS are at schools. It is the schools that can create their own reflection by looking at their (strengths, weaknesses, opportunities and threats) SWOT analysis and determining where their position is in terms of meaningful implementation of Tourism NCS. Presently the curriculum planners are based at the DoE head offices and they take it for granted that all schools are at the same level in terms of interpreting the written

curriculum. This poses a major challenge for the implementation of NCS because they are not in touch with reality and they are not aware of what is really taking place on the ground.

The theory provides an explanation of curriculum implementation, but it is undermined by the lack of a coherent structure. One cannot clearly connect the three constructs: Profile of Implementation is the way in which the curriculum is implemented. Capacity of Implementation is defined as the readiness of various institutions in the implementation of NCS. Support from outside agencies refers to the inputs made by other stakeholders in ensuring that the NCS is implemented successfully and according to the principles stated in the government policies. A close look at the Profile of Implementation shows that it is difficult to make a clear distinction between the dimensions and their connection to the different levels. The failure to address competence descriptions is a capacity issue on the part of educators, as detailed in Chapter 4.

2.7 CONCLUSION

This chapter explored the key concept; competence, Competence Based Education, Tourism National Curriculum Statement and Blooms Cognitive Domain Levels. It went on to examine Rogan's (2003) theory of curriculum implementation with special reference to his construct of Profile of Implementation. It further explored other dimensions contained in the profile of

implementation, which is the dimension classroom interaction and assessment. The chapter also examined the written curriculum where competence descriptions that educators are required to address are clearly stated. The implementation of written curriculum depends on how the educators teach, how the learners learn and how assessment is conducted. This will make sure that there is a relationship between the written, taught, learned and tested curriculum. From the wide range of literature consulted, it is evident that competences form an important part of OBE principles which are applied in Tourism NCS.



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CHAPTER 3

RESEARCH METHODOLOGY

3. INTRODUCTION

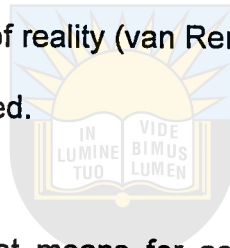
This chapter presents methodology of the study. It is divided into seven sections. The first section deals briefly with the orientation of the study. A brief explanation of the interpretivist paradigm is given. This is followed by a discussion of the research design, population and sampling. The chapter also looks at the justification of the choice of a case study and the selection of cases. The following section explains how the access to the schools was gained. It also covers the data collection procedures, the issue of validity, reliability and trustworthiness and the ethical considerations.

3.1 ORIENTATION OF THE STUDY

In this study “orientation” means finding a particular stance in research in terms of the way the study and its instruments are designed compared to other ways of looking at and doing research (van Rensburg, 2001). These orientations are expressed in terms of paradigms. A paradigm is described by the van Rensburg (2001) as what maps up groups of methodologies; this means that it gives an overall idea of the different means of acquiring knowledge or different approaches. The major ways of thinking about these philosophies are through examining their branches or domains; epistemology, ontology and methodology.

Epistemology refers to the relationship between the inquirer and the knowledge (Whisker, 2008). Spratt, Walker and Robinson (2004) describes epistemology as a branch of philosophy which studies the theory of knowledge and a position or stance on what should be considered as acceptable knowledge. Epistemology specifies the nature of the relationship between and what can be known.

Ontology is concerned with perceptions and nature of reality; it is a philosophical discourse about understandings of reality (van Rensburg, 2001). It specifies the nature of social reality to be studied.



Methodology focuses on the best means for acquiring knowledge about the world (Whisker, 2008).

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Considered together, the frameworks outlined above provide an orientation to the research. In this study, based on my epistemology and ontology, my stance to the research was anchored on the Interpretivist paradigm.

3.1.1 Interpretivist Paradigm

Interpretivist paradigm reflects an interest in contextual meaning making. This paradigm takes a close look at individuals or small groups in their natural setting. Interpretivists can only understand the world as it appears to them and not as it really is (van Rensburg, 2001). Gibbons and Sanderson (2002:9) suggests that 'interpretivist' is an umbrella term normally associated with qualitative research methods for evaluation in social sciences. The research is

field focused and natural settings are the direct source of data in which the researcher was the key instrument. Gibbons and Sanderson (2002:9) argue that:

Interpretivists (or naturalists) maintain that we use constructs such as culture, social context and language to build our view of the world, and that social reality is shaped through social interactions.

The Interpretivist approach emphasizes the way people shape society. The social world is viewed as a social creation constructed in the minds of the people and reinforced through their interaction with each other (Denscombe, 2002). Interpretivists are committed to an epistemology that embraces social construction and knowledge as meaning in particular contexts, and made possible by social interaction. Given these Interpretivist properties, it follows that their research interest will be concerned with people's beliefs, feelings and interpretations and how they make sense of their own world through meaning (Gibbons & Sanderson, 2002). This research focused on participant's feelings and interpretations of the Tourism NCS competences.

3.2 RESEARCH DESIGN

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems (Kumar, 2005:84). This is a complete program of the research. Kumar (2005) identifies two main functions of a research design as firstly, to develop and /or identify procedures and logistical arrangements to undertake a study. The second function is to emphasize the importance of quality in these procedures to ensure their validity,

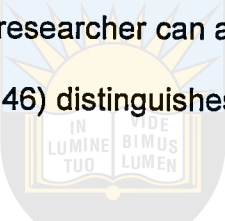
objectivity and accuracy. The two functions will be tackled simultaneously in this research. To achieve these functions, a case study was used.

3.2.1 Case Study

A case is defined by Gillham (2000:1) as “a unit of human activity embedded in the real world which can only be studied or understood in context”. This can be an individual, a group such as a family or it can be an institution such as school.

The same author points out that a researcher can also study multiple cases.

In support of the above Yin (2003: 46) distinguishes between single and multiple case studied as follows.



A study may contain more than a single case. A common example is that the study of school innovations (such as the use of new school curricula...) in which individual schools adopt some innovations. Each school is the subject of an individual case study but the study as whole covers several schools and in this case uses multiple case designs.

The cases studied in this research were two schools that offered Tourism as a subject in Grade 10. Each of the two schools constituted an individual case and a number of educators and learners within the case which qualifies the study as a multiple case study.

3.2.1.1 Selection of cases

The selection of the two high schools was done purposefully. The schools selected offered Tourism as subject and were the ones the researcher could access.

3.2.1.2 Case Description

3.2.1.2(a) School A

School A is a rural school based in settlement where there is a mixture of rural and informal settlements. It was classified as a previously disadvantaged school. The social values of the community are very low with high alcohol and substance abuse problem hence the culture of learning and teaching is questionable. Parents are perceived to be illiterate and therefore cannot give their children enough curriculum support. The classrooms are plagued with vandalism. The electric cables and door locks are taken out and the general condition of the school infrastructure is poor. The main problems perceived by learners in these schools are lack of books, poor facilities, large class sizes, lack of educators and poor teaching (DoE, 2005:60). The school was chosen because of its close proximity to the researcher and is familiar to the researcher. The school is consistent in obtaining good results despite having so many challenges and Tourism has been taught for a number of years.

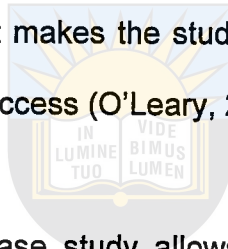
3.2.1.2 (b) School B

School B was chosen mainly because it is a school which was previously classified as an ex - model C school. It is perceived that these schools have a good culture of learning and teaching. They are well resourced with parents who are literate and middle, working class who supposedly helps and support children in their studies. The infrastructure of this school is well maintained. The school had some disciplinary problems such as bunking of classes,

absenteeism and high pregnancy rate by learners; as a result the school's Matric results were badly affected.

3.3 MERITS OF A CASE STUDY

A case study was chosen because of the advantages attached to it and also because of the main research questions. A research can be concentrated to one or two sites and therefore offer a set of boundaries for the study. In this study this was limited to two schools. It makes the study feasible in the sense that it minimizes travel costs and ease access (O'Leary, 2004).



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Yin (2003:2) elucidates that a case study allows investigations to retain the holistic and meaningful characteristics of real life events such as individual life cycles and organizational and managerial processes. As context is central to interpretive paradigm, Robson (2002) suggests that if the researcher's main concern is to understand what is happening in a specific context and if s/he can get access to cooperation from the people involved then s/he must use a case study.

The strength of a case study design which influenced this study as McMillan and Schumacher (1993), puts it, case studies can be used to interrogate the usefulness of the government policy documents and practices in any given social context therefore findings of this study may be used to modify or sustain

the use of the policy documents especially the section on competence descriptions.

3.3.1 Limitations of the case study

A case study may have some limitations in the sense that the results obtained may not be generalized. Since it is not easy to cross check they may be biased and subjective (Cohen et. al. 2000). Different research instruments: interviews, observation and document analysis were used to minimize the biases that are attached to a case study.



3.4 POPULATION AND SAMPLING


A population of a study is a group of people about whom we want to draw conclusions (Babbie & Mouton, 2005:164). The target population was Fort Beaufort District schools. This District is largely rural and partly urban. It is composed of 26 schools which offer Tourism as a subject in Grades 10 to 12. The sample of schools was selected as described in section 3.2. However the sampling within the case study schools was done in two ways. One was the educators who taught Tourism and, the other, the learners were sampled randomly.

3.5 GAINING ACCESS TO SCHOOLS

A letter from my supervisor (See Appendix A) requesting the permission to conduct a research was sent to the principals of the two high schools where the study was to be undertaken. This was in September – October 2009. One interview request letter was written to the District Director. O’Leary (2004:151) justifies this action by saying it professionally answers questions like “who are you and where are you from”. The permission was granted telephonically when the researcher made a follow – up call. An appointment was secured with the educators and the district official involved where the whole process was discussed. This was done to alleviate any fears and doubts that the respondents may have and reassure them of the confidentiality of the information that they would give. Another reason for the discussion was to eliminate the concerns raised by Flick (2006) that the authorization or support for the request by a higher authority in the first instance may produce distrust in the people to be interviewed. The pre – interview discussions were meant to build trust between the interviewer and the interviewees. Well informed research participants are more productive than those who are less informed. The appointments with the schools did not materialize during 2009. The reasons stated by the educators were that it was towards the end of the school year and that they were busy preparing for end of the year examinations and Continuous Assessment moderation. The appointments were rescheduled for the last week of January 2010.

3.6 DATA COLLECTION

Interpretivists believe that knowledge is not only constructed by observable phenomena, but also by description of people's intentions, beliefs, values and reasons. The researcher had to look at different places and things in order to understand a phenomenon (Henning et. al, 2004) hence the data was collected using different techniques; interviews, questionnaires, observation and data analysis



The Classroom observation and interviews were done on the same day. The main aim of the observation was to establish what was said in interviews is really what happens in the classroom. The research questions that needed observation are those where the researcher needs to look at the educator's teaching of a selected topic in the way that promote or hinder the achievement of the competences. When the educator is doing that how do the learners respond to that teaching?

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Documents such as lesson plans, assessment policies, assessment programs and government's policy documents were analyzed at the end of term one. The purpose of this was to gather as much information as possible. An analysis could not be done using one lesson plan, so the researcher had to look at different lesson plans, different assessment activities like class works, projects, practical assessment tasks, tests and examinations. The mark schedules were also of interest because learner performance can be obtained from these

documents. This helped the study in checking the alignment between the written curriculum that is in the policy documents, the taught curriculum, of which the lesson plans activities gave evidence and the assessed curriculum which is in the written activities of the learners' books. The District official's checklist on school visits also was analyzed later.

3.6.1 Interviews

An interview is an interchange of views between two or more people on a topic of mutual interest (Cohen, Manion and Morrison, 2000). Johnson and Christensen (2008) describe an interview as a data collection method in which an interviewer asks the interviewee questions. The main purpose of interview is to find out what is in and on someone else's mind (Patton, 1990: 279). This is a popular data collection method used in a qualitative study. Since this is a person to person interaction between two or more individuals with a specific purpose the researcher is able to probe more if s/he feels the questions are not adequately answered. Interviews are flexible because the interviewer has a freedom to formulate questions as they come to mind around the issue being researched. It is very important that the interviewer should be impartial when the respondent answers a question. The researcher must not respond negatively or positively when answers are given as this will create some biases. The main aim of an interview data is to bring to the attention of the readers and the researcher what individuals think, feel and do.

In this study educators who teach Tourism and the Subject Specialist from the District Office were interviewed (cf. Chapter 3 Section 3.4). The purpose of the interview was to get a one on one information on how educators' address competence descriptions. Educators tend to be reluctant to answer questions concerning their own teaching practice because they just give one word answer as a result I had to probe further to get the required information (See Dataset 3 Section 3.4).

"Interviews are classified according to the degree of flexibility" Kumar (2007:123). A semi- structured interview was used in the study. Predetermined questions were asked using an interview schedule that allows for probing. An interview schedule is a written list of questions, open ended or closed ended prepared by the interviewer in a person to person interaction (Kumar, 2006:126). A semi-structured interview was used in this study because it defines the line of enquiry. The line of enquiry is what is prepared in the interview schedule. As an interviewer one must listen to the responses carefully so that one can identify emerging lines of enquiry that are directly related to the phenomenon being studied, and explore and probe these (Maree, 2007:87). When doing this the interviewer must be careful of distracters and guide the respondent back to the interview.

Some important facts were taken into consideration when the interview was conducted like non – verbal communication from the respondents and the non – verbal cues from the interviewer.

In depth, open ended questions were used in this study. These questions helped the interviewer to get the perspective of the respondents without putting ideas in the interviewee's mind. The purpose was to get in depth information about how competence descriptions in the implementation of Tourism NCS are addressed.

An interview guide approach was used. The researcher entered the interview session with a set of prepared questions arranged on different topics. The topics were arranged such that they address the research questions. An interview guide was prepared for educators and the district official. The interviewer preferred to use familiar schools and participants. One of the limitations of an interview identified by Kumar (2005) is that an interview can be expensive and time consuming. To try to curb this, the researcher conducted the interview at school where the most of the respondents can be found. This saved time and expense of going from house to house looking for educators.

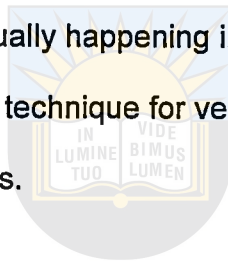
Babbie and Mouton (2005) emphasize that the ability to speak the home language of respondents is essential; this helped a lot in this study in School A because all educators interviewed were second language speakers.

O'Leary (2004:169) states that "audio recording allows you to preserve raw data for review at a later date, therefore, allowing you to focus on question/answer process at hand. An audiotape was used, though audiotapes have limitations in

that they cannot capture facial expressions, gestures and body language (O'Leary, 2004:169). These limitations were eliminated by note taking during the interview process.

3.6.2 Observations

When collecting data through face to face interaction some of the things that are said are not actually done. Observing participants sometimes is more reliable, as it is possible to see what is actually happening in a school and the classroom. Observations then can serve as a technique for verifying or nullifying information provided in face to face encounters.



Marshall and Rossman (1999:107) define an observation as a “systematic noting and recording of events, behaviors and artifacts (objects) in the social setting chosen for the study”. This is a highly skilled activity that requires an extensive background knowledge and understanding of the event (Lowe: 2007). It allows the researcher to see things that might be missed and find out things that the participants might not freely talk about in interviews (cf. Chapter 4 Section 4.2).

Observation was used in this study, where the researcher looked at the manner in which the lesson was delivered by the educator. The observation also looked at the different domain levels that were addressed by the educator. Burton, Brundrett and Jones (2008) state that observation shows human and

interactional settings and therefore it was of great interest for this study to look at the way educators and learners are organized and how they relate to each other.

This tool provided deep and rich data on experiences that took place in the classroom as observation enables the researcher to gather information on a range of settings including the physical setting (cf Chapter 4 Section 4.3.1). The classroom setting should be NCS compliant. NCS requires a classroom arrangement that facilitates group discussions and interaction between learners as much as possible.



Lastly the researcher looked at teaching styles and approaches. The researcher was able to connect the learning programmed with the lesson plan and what is actually taught in the classroom. This helped in answering the research questions on educators teaching of a topic and the learner's responses on that topic. Through interviews alone, it would have been difficult to ascertain whether educators' teachings promoted or hindered the achievement of domain levels reflected in NCS and to observe the response of learners; hence, it is very crucial to do an observation.

There are different forms of observations. Burton, Burdett and Jones (2008) identify three. The first one is a highly structured observation, where a

researcher states precisely what s/he is looking for before commencing the observation.

Secondly a semi- structured observation, here the researcher works out the key issues that s/he wants to investigate and has a clear conception of what it is s/he wishes to observe.

An unstructured observation is the one where the researcher has a generalized conception of what is to be observed. There are unstructured research tools for recording data composed mainly of notes.

This study has an observation schedule or guide that helped in gathering information when the lesson was delivered. Notes on some useful information gathered during the observation were taken. This was done mainly because the researcher did not want to lose focus on important issues and be diverted to a particular issue that seem to be interesting or relevant at that moment which is one of problems associated with the observation technique (Hancock 1988:10).

There are also other limitations of the observation technique. The problem is that when people are aware or conscious of being under scrutiny, they are likely to behave differently, usually to the direction of what they perceive to be in accord with observer's expectations. For example, if an educator does not use a lesson plan under normal circumstances on this day there will be a lesson plan

but there will be some areas that will lack co-ordination between what is in the document and what is actually done. Learners also will either be too excited or reserved because of the stranger that is in their class.

The researcher explained clearly before the visit that educators should be as original as possible because the purpose of the study is only to gather information not to “catch” her. Learners also were put at ease by the researcher because she introduced herself and explained the purpose of the visit.

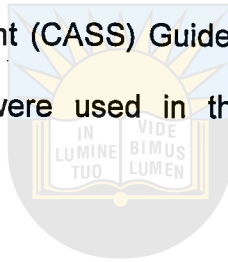
One of the problems that researchers experience is incomplete observation. This Kumar (2005) relates to the fact that the observer watches the lesson keenly but at the expense of recording. In this study it was decided to analyze the observation there and then while they were still fresh in the mind and what actually transpired on the observation day could be remembered clearly. This was possible because the researcher was a passive observer, watching and listening to all the activities that were taking place in class (Kumar, 2007). It was able to draw conclusions based on the observation.

3.6.3 Document analysis

O’Leary (2004) describes a document as more than just a paper but may include photographs, artifacts, diaries and documentaries. “All sources which can be used as part of the evidence base for your research, but were not produced specifically for your research, can be classed as documents” (Burton

et. al, 2008:109). The policy documents, lesson plans, learner activities and mark schedules are examples of the documents used.

Leeds (2001) describes document analysis as a detailed and systematic examination of documents on a particular organization for a purpose of identifying patterns and themes. The Tourism Subject Statement (NCS), Learning Programmed, Subject Assessment Guidelines and the Provincial Continuous Assessment (CASS) Guidelines Grades 10 - 12 are the primary sources of data that were used in this study. These documents constitute the written curriculum.



The secondary source of data included lesson plans, learners' written activities like class works, tests, projects, practical activities, examination scripts schedules and mark lists and district officials' reports and monitoring tools.

The collection of documents was an ongoing process. Since the interviews were conducted early in the year, it was not possible to get some of the relevant documents like question papers and memorandums because no test or exams had been written then. These documents were important to the study because it was necessary to analyze the questions in order to see if they were spread according to all domain levels and to determine whether the questions set addressed the different competence descriptions. The answer sheets and the memorandums were equally important to show how learners respond to the

different domain levels. The schedule also was used to get a picture of the overall performance.

The document analyzed (cf. Chapter 4 Section 4.2.1 & 4.3) first was the policy documents. Through these an idea of what was expected of the educator. It was important to look at the content, the competence descriptions and how these are related to the different cognitive domain levels. Also analyzed were the discrepancies between the different policy documents that could result in educators being confused as to which document to consult was also analyzed.

This was followed by the documents obtained from the educators, namely lesson plans, lesson activities, written exercises and answers, tests & examinations together with their memoranda. Mark sheets and mark schedules to analyze the learner performance. From learners work books, tests and examination scripts, projects written were examined and their responses to different questions were analyzed. This exercise also revealed which questions are more popular than others according to their domain levels.

3.6.4 Questionnaires

A questionnaire is described by Kumar (2005) as a written list of questions, the answers to which are recorded by respondents. In a questionnaire, respondents read questions, interpret what is expected and then write down answers.

Questionnaires are therefore paper - and -pencil instruments that respondents complete.

Maree (2007) identifies different ways of administering questionnaires such as postal questionnaire, telephone questionnaire and group administration of questionnaires. The postal questionnaire is mailed to the respondent. The respondents answer the questions and post the questionnaire back. When there are issues that need clarification the researcher phones the respondents. The main limitation of this method is that there is a low response rate. The questionnaire is administered through the telephone in the telephone questionnaire. This type can be administered across long distances at a very short space of time but the cost may be too high and the questionnaire cannot be too long.

A group of educators (cf. Chapter 3 Section 4.1) were gathered at the marking centre where Tourism Grade 12 papers for the province were marked in November – December 2009. Ten of them were given questionnaires to answer. The purpose was to establish the proportion of educators who address competence descriptions when implementing Tourism National Curriculum statement. The choice of the marking centre was because the educators appointed for marking were experienced in NCS implementation. Their appointment as markers was based on good results. In the end only three of the

ten questionnaires distributed were returned fully completed. Of the remaining seven, five were incomplete and three were not returned at all.

This data collection method was employed because of the advantages associated with it. Questionnaires (cf. Appendix J) were used because less time is used to administer them. A group of five people or more can fill in the questionnaire at the same time. This is convenient and inexpensive. They are convenient in the sense that they are easily accessible and can be done at the respondent's own pace without any interference from the researcher.

When using questionnaires, greater anonymity is ensured and this increases the likelihood of getting accurate information which is main purpose of this study.

In this study the questionnaires were administered to the learners by educators. This was done because the school schedule was so tight that it was impossible to secure an appointment with learners and time factor was the major problem. The educators did not have a problem administering the questionnaire. The questionnaire was discussed with the educators first to clarify all the grey areas that the educator had before it was administered. Maree (2007:157) cites some disadvantages associated with a questionnaire that needs to be taken into consideration by researchers.

One of the disadvantages is that if administered by different administrators, it may elicit different responses. One administrator may give a different

explanation and then the meaning is distorted resulting in different responses. To counteract the concerns raised the questionnaires were designed such that they are clear and easy to understand and need no further explanation. The researcher also made sure that the layout of the questionnaire is easy to read and font was pleasant to the eye and the sequence of questions easy to follow (Kumar, 2005).

3.7 RESEARCH QUALITY

Research quality in qualitative research is judged in terms of a number of criteria. These include issues of validity, reliability and trustworthiness. These are discussed below.



3.7.1 Validity and Reliability

“Validity suggests truthfulness. It refers to how well the idea “fits” with actual reality” Neuman (2006:188). Delpont (2005:162) defines reliability as referring to the stability or consistency of measurement. It is concerned with accuracy and precision (Cohen, Manion & Morrison, 2000) i.e. the lower the degree of “error” in the instrument, the higher is reliability.

In considering the issue of validity the researcher asked the following questions, “What does the instrument measure, and how well does it measure it?” (Leedy, 1995:25). As this study is qualitative, validity was addressed through honesty, depth, and the extent of triangulation and the objectivity of the researcher.

Triangulation is defined by Neuman (2006) as observing something from different angles or viewpoints. The use of multiple methods of data collection like interviews, observation, document analysis and questionnaires enhanced validity and reliability of the study. This was done in order to draw conclusions from different sources of data.

Validity cannot exist without reliability hence a demonstration of validity is enough to establish reliability.



3.7.2 Trustworthiness

Maree (2007) describes trustworthiness as the way in which the researcher is able to persuade the audience that the findings are worth paying attention to and that the research is of high quality. In this study this was ensured through the use of different data collection methods. Merriam (2002) argues that triangulation is used to confirm the emerging findings in respect of information gathered and regularities of data from different sources.

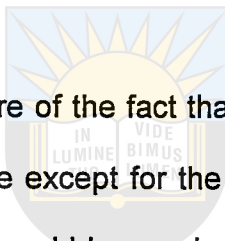
3.8 ETHICAL CONSIDERATIONS

In this study ethical considerations were based on the principles of, informed consent, voluntary participation and confidentiality.

3.8.1 Informed Consent

Informed consent is one of the critical issues in research and it requires that respondents to be fully aware of the consequences that result from the research. As Konza (2001:1) suggests, “informed consent is seen to be one of the ethical issues in research...the foremost consideration in research should be given to dignity of research participants and on these grounds alone deception can never be condoned”.

The respondents were made aware of the fact that the information supplied will not be used for any other purpose except for the study. It was also brought to their attention that an audio-tape would be used and they were given an option to accept or reject its use. All had no problem with the use of an audiotape.



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3.8.2 Anonymity and confidentiality

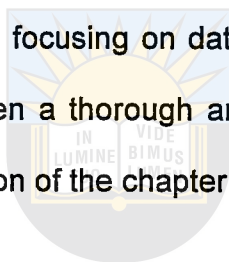
Anonymity of the research participants must always be guaranteed (Cohen et al, 2000). This will only be possible if the reader cannot identify them. The names of sampled schools were not disclosed. The participating schools and respondents were treated with anonymity.

The schools that were used are referred to as school A and school B. In the interviews the respondents who are educators are referred to as EA1 or EB1 which is Educator 1 from School A; EB1 Educator 1 from school B and learners

as LA1 Learner 1 from School A. The filling of the questionnaires was anonymous. All respondents were assured of the confidentiality of their data.

3.9 CONCLUSION

This chapter gave an outline of the research methodology used to carry out the study. In the orientation of the study, different philosophical frameworks were discussed and interpretivist paradigm was employed. The case study research design was discussed extensively focusing on data collection instruments. The quality of the study was also given a thorough analysis and finally the ethical issues were discussed in conclusion of the chapter.



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CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4. INTRODUCTION

The previous chapter outlined the methodology used in this study. This chapter presents and analyses data collected. The chapter is divided into six sections. The first section gives the demographic characteristics of the respondents who participated in the study. This is followed by the analysis of lesson plan activities. In this section the researcher looks at whether the different domain levels and competences are addressed in lesson plan activities. The next section looks at whether the educators' actual teaching reflects the NCS competences at different cognitive domain levels. This is followed by an in-depth look at how a selected topic is assessed to show achievement of the NCS competences. Lastly this chapter looks at how the District officials support the educators in addressing the NCS competences.

4.1 DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Table 4.1: Number of educators by schools who participated in the study

SCHOOL	NUMBER OF EDUCATORS
A	3
B	1
Randomly selected Educators from other schools	3
TOTAL	7

It can be seen from table 4.1 that a total of seven educators participated in the study. As can be seen the sample per school is small. It must, therefore, be taken as an illustrative example of the extent to which seven educators address competence descriptions in the implementation of the National Curriculum Statement.

Table 4.2: The Gender of educators who participated in the study

Gender	Number
Males	0
Females	7
Total	7

Table 4.2 shows that educators involved in Tourism in this study are females. This implies that mostly female educators are interested in Tourism teaching in the selected schools. Generally the Tourism industry is supposed to have an even distribution of both males and females. It is striking to note that no male educator teaches this subject.

Table 4.3: Qualifications of Educators who participated in the study

Level of qualification	Grade 12	Matric +3 Diploma	Matric+ 4 Diploma	B. Degree + Diploma	Honours Degree	Masters Degree	TOTAL
Number	0	0	2	3	2	0	7

Table 4.3 indicates the qualifications of Tourism educators who participated in the study. It shows that the educators are qualified to teach at high school level because the lowest qualification required is Matric and a three year teachers' diploma. Only one is studying towards a diploma in Tourism. The problem, however, is that although the educators have the necessary academic and professional qualifications, the responses from the questionnaire indicate that they do not have the necessary qualification to teach Tourism.

Educators were then asked how they acquired the content knowledge of the Tourism subject. This is how some responded:

EA1: Workshops and textbooks

EA2: DoE workshops and NBI workshops

EA3: Read up information (Datase1)

From these responses it is doubtful that the educators have acquired the necessary content knowledge to teach the Tourism subject.

Table 4.4: Gender of learners who responded to questionnaires by school

Gender	Number		Total
	Males	Females	
School A	4	2	6
School B	2	3	5
Total	6	5	11

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Table 4.4 shows a fair distribution of respondents according to gender. There were 6 males (54.6%) and 5 females (45.4). This helped the study to have opinions from both males and females.

4.2 NCS COMPETENCES AND COGNITIVE DOMAIN LEVELS REFLECTED IN LESSON PLAN ACTIVITIES

Research question 1 was intended to assess the NCS competences reflected in educators' lesson plans. It transpired that the educators did not have plans of their own. They used lesson plans supplied by the DoE (see Dataset 4). In all, five lesson plans focusing on Learning Outcome 1 (cf chapter 2) across five topics for Term 1 were examined. The results are shown in table 4.5.

Table 4.5 Tourism NCS competences and cognitive domain levels reflected in lesson plan activities by the Department of Education (Appendix E)

Competence Level according to cognitive learning domains	Lesson plans reflecting different topics	Number of Activities in this level
1 Knowledge	5	3
2.Comprehension	5	2
3. Application	5	1
4. Analysis	5	1
5. Synthesis	5	3
6. Evaluation	5	2

The third column in table 4.5 shows the distribution of activities in lesson plans as drawn by the DoE. It is interesting to note that emphasis on knowledge and synthesis because 3 activities are given in these categories and two from comprehension and evaluation. It is surprising that only one activity is given in application which is the core business of OBE.

According to the Tourism NCS (2003:33) learning and teaching are very closely linked. It is expected that when educators teach they assess. Malan (2000: 28) indicated that an assessment activity no matter how small is it must reflect knowledge, values and skills which are signs of addressing competences and these must relate to the cognitive learning domains of the Bloom's taxonomy.

Another dimension related to activities in the lesson plan is the issue of relevance of activities set by the Department to particular schools. A close examination of lesson plans shows that the lesson plans supplied by the Department did not address the specific needs of the learners in the schools under study. This was confirmed by the educators when they were asked if the lesson plans suits the needs of their learners, they gave the following responses:

EA 1: I make minor changes to fit my specific situation. Like when learners are referred to the internet, I know that I have to give them another activity because they do not have access to the internet

EB 1: Yes, they are quite good but I have to fix some activities such that they do not give me any problems in terms of the resources and learner's experiences. (Dataset 1)

Although the educators, in the quotation above, claim that they do make changes to the DoE lesson plan documents no evidence of this fact was seen as the educators did not have lesson plans of their own. The interesting point about this is that while the Educators are expected to draw their own lesson plans from those of the DoE, in order to make activities relevant, they in fact do not do so. This is one example of a gap in curriculum implementation.

The fact that educators do not have lesson plans of their own is also a reflection of another problem which relates to the three related official curriculum documents (cf chapter 2). These include the Tourism NCS, the LPG and the SAG. The first two are related to the content of Tourism and the third focuses on assessment. This means that all Tourism educators must have all these documents in hand. If one is missing, planning as expected by the DoE will not

be successful as all these documents need to be aligned in order to produce a meaningful lesson.

When asked about the documents that they use when planning, this is how they responded:

EA1: LPG and SAG

EA2: LPG and SAG

EA3: LPG, Subject statement, SAG and also textbooks

EB1: Textbooks and the other policy documents like LPG and Tourism

Subject Statement (Dataset 1)

The responses from the respondents above show that none of them had all three documents. The second point to note is that only two educators had the Tourism NCS documents. In order to address competence descriptions in lesson activities, educators need to have all three documents. The above shows a worrying picture. It stands to reason that educators would not be able plan lesson and activities that are NCS compliant and the purpose of addressing competences would be defeated.

The knowledge of competence descriptions by educators is one other important fact linked to addressing competences in lesson plan activities. If educators are not sure of what competences are, it is difficult to see how they can address them. The responses given by educators when asked if they know anything about competences the responses were:

EA1: I do not know of any.

EA2: Not sure since this is my first year in teaching the subject and I am just assisting the educator who was training and now she has too much workload so basically I am just assisting.

EA3: I think those are embedded in LOs and ASs. There is a lot in these policy documents such that some I ignore maybe they are there but I did not notice.

EB1: Yes, but I do not use them since I do not understand their significance.
(Dataset 1)

The above data confirms that educators are not sure of what competences are and therefore one cannot use or refer to anything that they do not know. It is clear from the responses above that even those educators who have the NCS documents cannot confidently say they know the competence descriptions.

4.2.1 Challenges in aligning lesson plan activities with competence descriptions

The problems experienced by educators in addressing competence descriptions in lesson activities may be associated with problems in the lesson plans. It seems educators experience problems in associating DoE lesson activities with competence descriptions. The first box in Table 4.6 shows an example of learning activities extracted from the DoE lesson plans. The second box in the table shows an extraction of the competence descriptions from the NCS. The first point being made is that it is not easy to see the alignment the activities with competence descriptors, especially if one does not understand what competences are, as will be seen with educators below. The second point is that it is difficult for educators to align activities and competences from a plan they did not compile, as educators admitted that they do not plan, they just use lesson plans from the DoE.

Table 4.6 Aligning DoE lesson plan activities with competence descriptions

Extract from DoE lesson plan activities

Activities In the DoE Lesson Plan	Description of the Activity
Activity 1	Use of dictionaries for definition of terms
Activity 2	Doing research about Tourism Sectors & designing a questionnaire and a worksheet
Activity 3	Oral presentation of findings
Activity 4	Designing posters

An extract of competence descriptions

Code	Competence Descriptions
LEVEL 1	Have limited knowledge of Tourism as an interrelated system
LEVEL 2	Have knowledge of the Tourism industry as an interrelated system, but lack of understanding of the interdependence between sectors in the industry is evident.
LEVEL 3	Have the basic knowledge and comprehension of the Tourism industry as an interrelated system but needs regular assistance to apply knowledge.
LEVEL 4	Understands the Tourism industry as an interrelated system – occasionally need assistance with application of knowledge when exploring unfamiliar areas
LEVEL 5	Holistically understand the tourism industry as an interrelated system and anticipate potential problems in the industry of this nature.
LEVEL 6	Apply conceptual knowledge of the tourism industry as an interrelated system to explore own and community contributions towards responsible and sustainable tourism.

The third point is that, from DoE side, the lesson plans are prepared by Tourism Subject specialists. The above evidence also shows that the subject specialists have some challenges in setting activities that address competence description.

If these officials, themselves find difficulty in aligning activities and competence descriptions, then it is hard to see how educators can be expected to do the alignment. The Subject specialists are the ones that are entrusted with a duty to conduct workshops for educators, and hopefully empower them to understand and address competence description in their teaching. If the facilitators appear to have problems to have problems with competences, it complicates matters even worse because the workshops will be ineffective if the matter presented does not help the educators in implementing the curriculum. All this suggests that the problem of addressing competence descriptions is more complex than appears.



When educators were asked if they had any workshops on competence descriptions. The responses were:

EA1: No, not at all.

EA2: Never attended a workshop since I am new in the subject.

EA3: They are never mentioned directly but learners are competent in some aspects

EB1: I cannot remember those being mentioned in workshops. (Dataset 1)

The evidence above shows that nothing was explained to the educators concerning addressing of competences in any workshop. It is clear then that the educators will not be in a position to address the competences in their lesson activities if they were not trained to do it.

4.3 NCS COMPETENCES AND COGNITIVE DOMAIN LEVELS REFLECTED IN ACTUAL LESSON ACTIVITIES AND LEARNER RESPONSES

Following the analysis of the lesson plan activities and the policy documents the researcher observed one lesson in each school. The lesson observation was done during the beginning of 2010. The main focus was on Learning Outcome 1: *Tourism as An Interrelated System*. This outcome deals with an understanding of a number of tourism concepts as explained in Chapter 2, section 2.3.

Four lesson activities were captured during the observation from Appendix F coded OA. The activities from school A and B are discussed below:

Activity 1 for School A: Learners were given terms to define like; 'Tourism', 'outbound' and 'inbound tourists', 'international and domestic tourists'.

It can be argued that an activity which focuses on defining terms is not necessarily evidence of understanding, as learners seemed to define terms out of memorization or recall (cf Chapter 2 Section 2.5).

The learners defined the terms in exactly the same way as the educator explained them hence no insight was shown. Learners did not elaborate or ask questions that needed more clarity. Some were looking at the notes given by the educator and could not go beyond that like giving examples of their own.

Activity 2 for School A: Learners were given a written task to match the terms or phrases in column A with the definition in Column B.

This type of activity does not encourage learners to think. All the information is in front of them. The learner could do guesswork and perform well as one can see from **Appendix F** they scored good marks

Learners responded well to this question because all the answers were right in front of them, all that they had to do is to pick and choose the correct answer. This is not evidence that learners showed understanding of the terms.

Activity 1 in School B: Learners were asked to give reasons why do people travel.

The activity given encouraged learners to show understanding of terms. The educator explained the terms and learners could see the definitions in the booklets prepared. From the given information the activity required to draw a conclusion as to why people travel. This needed an insight.

The learners who attempted the questions were those with higher abilities. This type of question forced the learners to think before they gave answers.

Activity 2 in School B: Learners were given a puzzle where they had to encircle the types of tourists that are the puzzle.

This activity does not appear to encourage thinking. There is no need to understand the definition of terms.

Learners were just required to identify types of tourists from the letters given and encircle them (see **Appendix F**). According to the record of marks (see

Appendix L) almost all learners who wrote that activity did well. It was far lower in the cognitive domain level compared with the previous one.

What one can see from the data above is that only one activity; the activity which required learners to give reasons why do people travel, triggered thinking and required learners to show insight. The achievement of the outcome which required understanding could not be clearly demonstrated. This may be associated to the fact that educators have a challenge concerning setting activities at the required level, hence the most of the exercises given were at a lower level. From the performance in the activities, it cannot be conclusively said that competence descriptions were being achieved.



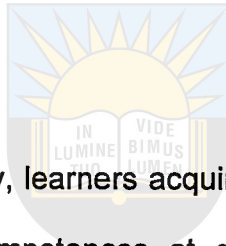
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4.3.1.1 Addressing competence descriptions through lesson delivery

The respondents observed were familiar with both the traditional methods of teaching and also the modern and NCS compliant methods. NCS is grounded on a learner centered approach. The learners are supposed to be the key players as it is stated in the competence based model. They have to assume greater responsibility and actively participate in the learning process. The class observation revealed that educators dominated the lesson while the learners were just responding to the educator's instructions (**Dataset 3**).

4.3.1.2 Addressing competence descriptions through Curriculum Coverage

OBE states it clearly that teaching is no longer aimed at covering the curriculum (content driven) instead it requires learners to discover skills, values and attitudes by constructing content themselves with creative guidance by educator (Malan, 2000). The work schedule (**Dataset 3**) specifies time the specific content needs to be covered shifts the focus on achieving on achieving competences.



It is argued that through discovery, learners acquire certain Learning Outcomes which lead to acquisition of competences at different levels. For example learners will not understand the calculation of time zones at the same time. The educator will need more time for those who understand slowly in order for them to achieve the expected outcome. It is then impossible to allocate specific time to cover that work whereas learners will not grasp it at the same time. This will affect the achievement of the competences by some learners because the educator is rushing to cover the amount of work expected from him/her ignoring the fact that learners have to achieve the competences.

4.3.1.3 Addressing competence descriptions through lack of resources

One of the important things to be considered when an educator is to deliver a lesson that will promote the achievement of competences is the availability the

learning space and resources. Rogan et. al. (2003) indicated that in order for a new curriculum to be implemented effectively there must be resources available to support the process. Educators cannot be expected to deliver lessons without the tools or resources for doing that; the observation made was that in both schools there was a lack of teaching space.

In School A the classes were overcrowded, 42 learners in a class which is supposed to accommodate 35, the challenge that was faced by the educator is that she cannot attend to individual learner's needs in that way not all learners will achieve the competences. Group work that will result in learners being able to work in a team as per NCS requirement cannot be undertaken



In school B learners were taught in the library, it was explained (**Dataset 3**) that there is a shortage of classrooms as the Tourism learners had to break away from their class and leave Agricultural Science learners. The design of the Library is not for learning and teaching. The educator also had some challenges in delivering the lesson. This demonstrates the lack of teaching space which hinders the effective lesson delivery. It is impossible to do group work. Learners therefore cannot develop human relation skills, values of mutual respect and respect for other's ideas.

The lesson delivery was also affected by the unavailability of textbooks in both schools. This retards the progress of the educator as he/she had to give extra

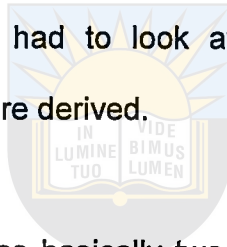
explanation instead of referring learners to the textbooks. The learners could be able to work on their own and take responsibility of their own learning if the textbooks were available. Learners then depends on the educator's interpretations and they cannot draw their own conclusions

Learning Outcome 4 (DOE, 2003:42) requires learners to be able to communicate effectively using technology. Learners are therefore required to have computer skills. This outcome cannot be achieved in school B because there was no electricity, electric wires were vandalized and computers were stolen. There is no internet connection even in the offices so one cannot access additional information to give to the learners. Under the circumstances it is very difficult to expect that lessons delivered under these circumstances will promote the achievement of competences by learners.

From the above evidence one can conclude that it is difficult for an educator to address competences in a lesson if one does not have the necessary resources. Learners' independent thinking and creativeness will not be promoted. For an example a learner will not be able to look for information on the needs and expectations of a Brazilian tourist if he/she does not have the internet or cannot visit Tourism information offices because he does not have money to visit these offices. In this case it is the lack of resources that will hamper his/her achievement of the competence.

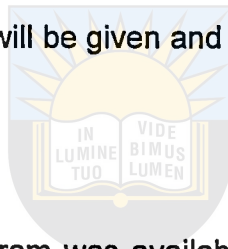
4.4 ASSESSMENT AT DIFFERENT DOMAIN LEVELS

In NCS learning and assessment are closely linked (DOE, 2003:33) (Dataset 4). It is through assessment that an educator can know whether he/she has succeeded in addressing the competences when planning and teaching (cf. Chapter 2 Section 2.3). This is made clear in Rogan's (2003) theory where the profile of curriculum implementation examines two domains that are important; these being the domain of classroom interaction and assessment. After doing the actual lesson observation I had to look at the assessment document because it is where the activities are derived.



When assessing the educator uses basically two assessment documents over and above the curriculum documents. These are the Subject Assessment Guideline and the Provincial CASS Guidelines. The SAG contains the assessment programme for all Grades. It indicates how many tests, projects, assignments, practical tasks examinations etc that are to be given, at what time during the year, the total marks of the tasks, the specifications and weighting of activities. The Provincial Continuous Assessment (CASS) Guidelines come closer to the educator by specifying the provincial requirement for Continuous assessment Portfolio requirement, continuous assessment, programme of assessment and mark allocation, cognitive domain levels according to the Blooms taxonomy and ends up with various forms for recording marks. Educators are expected to draw their own assessment plans based on the two documents.

The observation revealed that an assessment plan in School A was not drawn by the educator. This indicates that the educator do not know which assessment activities will be given and at what time. This has serious implications in the implementation of the curriculum because an educator is supposed to know which activity is suitable for which topic and one can see that activities are not varied. Learners and other interested parties like parents and will also not know when for example a monthly test will be given and when a project or assignment will be given.



In school B the assessment program was available but it was common for the whole school. This was also confirmed by the DCES in monitoring tool (Appendix G)

When the respondents were asked which documents do they use when assessing? The responses given were:

- EA1: The government documents especially the SAG
- EA2: SAG and the textbook for other examples.
- EA3: Assessment guidelines
- EB1: All resources at my disposal coupled with the subject assessment guidelines. (Dataset 1)

From the responses above one can see that the respondents have one official document which is the Subject Assessment Guideline no one has the Provincial Assessment Guideline. It cannot therefore be expected that educators' assessment will address competences descriptions at different levels in Bloom's

cognitive domain without guidance from the Provincial Continuous Assessment Guideline document.

The Tourism Continuous Assessment Guidelines Grades 10 – 12 indicates the various domain levels which the learners need to be assessed in. The different domain levels and the order of questions are indicated there (Dataset 4). As per the requirement stated in the Provincial CASS document, the weight of the questions in an assessment activity should be as follows; Knowledge questions constitute 30% of the whole paper, comprehension 20%, application 30% and finally analysis, evaluation & synthesis 20% .

When analyzing the examination papers (Data Set 4) I discovered the information presented in the table below.

TABLE 4.7 Analysis of an examination paper according to different categories of questions

CATEGORIES OF QUESTIONS REFLECTED IN EXAM PAPER	SCHOOL A	SCHOOL B
	% OF QUESTIONS IN EACH CATEGORY	% OF QUESTIONS IN EACH CATEGORY
KNOWLEDGE	60	57
COMPREHENSION	23	28
APPLICATION	15	11
ANALYSIS & EVALUATION	2	4
TOTAL	100	100

The information presented in the Table 4.7 demonstrates that most of the popular questions are knowledge questions. There is still a big gap in terms of questions that require analysis and evaluation. The assessment given does not comply with what is expected as per information given above from the Provincial CASS document.

When setting a test or examination which forms part of a formal component of assessment. This component should be assessed following the conditions stipulated in the provincial CASS Guidelines. At the end the educator must be sure that the test or examinations given are of a required standard because questions asked are at different domain levels. If learners are able to respond to most of them fairly then the required competences may be achieved. I analyzed the test and examinations question papers, the model answers in the form of a memorandum (**Dataset 4**).

The purpose of the analysis was to get the different domain levels on which the learners were assessed and how they are expected to respond. When deciding on the domain levels of the questions, I looked at the verbs used, in which category or domain level they can be classified in, then one looked at the expected responses and the extent of thinking and analysis that needed to be done.

In tests and examinations the questions were not distributed fairly. The challenge here is that the questions that needed analysis and evaluation were

not covered fairly. The government tries by all means to supply the required information but the challenge is to put what is on paper into practice. The evidence shows that there is a gap between the written and the taught curriculum. Assessment which is not sufficiently varied according to different levels of the cognitive domain raises serious questions about the educators' ability to address competence descriptions in the Tourism NCS.

It is therefore very important to have a proper alignment between the written curriculum, the taught and assessed curriculum (cf. Chapter 2 Section 2.2.1). If what is assessed is not according to the guidelines that are given in the policy document then the learnt curriculum will not be the one that is written and taught. In that way assessment will not be addressing the competences that the learners should achieve through assessment activities set at different domain levels.

One educator in the interviews mentioned the level descriptors that are found in the SAG when asked to explain how this document helps her, this is what she said

EA3: Understand assessment tools nhe... level descriptors that you have to use as an educator (Dataset 1)

The level descriptors that the respondent is referring to is the rating scale (cf Chapter 2 Section 2.5.). This is the scale used to rate learners at the end of the term or year, There is a discrepancy between the level descriptors that are

in the Tourism Subject Statement and in the SAG (Dataset 4). The Subject Statement has six level descriptors with the competences that a learner has to achieve in order to be placed at a given level but in the SAG there are seven level descriptors with no explanation of competences to be achieved. I, then wanted to know how the educators deal with this situation. The responses were

EA1: Never noticed that since I have not used the Tourism Subject Statement

EA2: The department stipulates that we must use seven level descriptors so I just use that.

EA3: There are circulars to that effect, so I just follow what is in the circular without considering any other thing. The school management requires us to follow circulars.

EB1: I was not aware of that, what I consider are the marks obtained and then put the learner to the relevant level (Data Set 1)

The responses above show that competence descriptions are not considered when placing learners at different level descriptors. This defeats the purpose of having the competence descriptions in the first place if they are not going to be used. The emphasis here is towards attaining a pass mark and not the demonstration of competences. This is totally against the OBE principles.

4.5 SUPPORT GIVEN TO EDUCATOR BY THE DISTRICT OFFICIAL

From the evidence collected it is clear that educators need support from the District officials. It is very important that the District officials have some inputs on how they view the addressing of competence descriptions by educators in the classroom.

Appendix G is a tool that is used by the DCES when conducting onsite visits. The tool used in the first place is a monitoring and support tool. The main

purpose is to monitor as the focus areas indicated in the tool are : *Resource* files, planning contents of teacher file; focusing on work schedule, lesson plans, assessment programs' assessment tasks, record sheets learners' subject improvement plans , learners, workbooks, learner support material, syllabus coverage and classroom management. The conclusion that I can draw from the above tool firstly is that it is there to monitor the educators not to support them. Secondly there is nothing on educator's teaching, I suppose that is the main are that produce learning and achievement of competences yet it is the one that is ignored by the tool.



The fact that the visits are sometimes blocked by unions further complicates the situation (**Dataset 1**) as educators are denied an essential service that would help them improve teaching which will in turn help them achieve address competences.

Training educators is one method used by the DoE to support educators. The effectiveness and the efficiency of the workshops need to be interrogated. In an interview this is how she responded

Teachers have been trained through workshops but not adequately due to time constraints- each year they are exposed to three or four days training for the syllabus of the whole year (**Dataset 1**).

The above comment indicate the problem experienced by the District official in supporting the educators, if the District officials experience problems in giving educators support it means educators are left on their own to deal with

curriculum problems. The sum up of the whole thing is that the competences will not be addressed because the problem is recurring.

4.6 CONCLUSION

In conclusion, the data presentation provided evidence of the extent to which competence descriptions are addressed by educators when implementing Tourism NCS. The educator planning, teaching and assessment has got some challenges that need to be addressed before the phenomenon under study can be achieved. It is also clear from the data analyzed that the written, taught, assessed and learnt lack alignment. What is in the lesson plan if at all available is not what is taught and assessed and ultimately not learnt? The District as the custodian of curriculum implementation should be vigilant in setting up programs that will help educators in addressing competence description as the present ones seem to be ineffective. These are the findings that will be discussed in the next chapter.

CHAPTER 5

DISCUSSION OF THE FINDINGS

5. INTRODUCTION

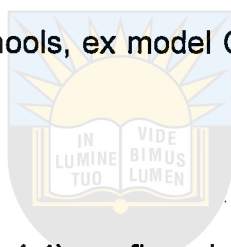
This chapter discusses the findings from the data that was presented in the previous chapter. It firstly looks at the Outcomes based principles as they are the ones that underpin NCS implementation. It further goes on to discuss the challenges met by educators in implementing the Tourism NCS competences. This is followed by the discussion of the findings concerning the support that is given to educators by the District officials. Finally the chapter looks at the implications of the failure to address competences of the learners.

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5.1 NCS AND OUTCOMES-BASED CURRICULUM IMPLEMENTATION IN SOUTH AFRICA

The National Curriculum Statement is based on the principles of Outcomes Based Education. The main principles of OBE as stated in the policy document are that it encourages a learner - centered and activity based approach (DoE, 2003). Concerns about the implementation of Outcomes – Based curriculum have been raised since the early days of implementation (Taylor, 1999; Jansen, 1999 & Spreen and Vally, 2010). An extract from the Report of the President's Education Initiative, commissioned by the DoE in 1999 indicated that many educators who were monitored were not yet engaged in implementing the new curriculum. The Spreen and Vally's (2010) investigation, revealed a great deal

of unfocused and unsystematic teaching which was becoming more prevalent and more confused as a result of misinterpretation of what outcomes based education is all about. Eleven years later, after another research has been done in rural, township and informal settlements, it was discovered that OBE was never implemented (Spren and Vally, 2010). This study also differs with the view that OBE was never implemented, the study argues that it is implemented but there are some challenges. The study discovered that the challenge is not peculiar to rural and township schools, ex model C schools also do experience some challenges.



This study (cf. Chapter 4 Section 4.4) confirmed what many researchers have found a gap between the written NCS and the taught curriculum. Rogan's (2003) theory (cf Chapter 2 Section 2.6) tries to address the gap identified on implementation of the curriculum. The fact that educators do not know the information contained in the Subject Policy document, spells trouble for implementation. Tourism competences are available on paper that is, in the Tourism NCS and very little evidence of their achievement at the level of the classroom and by the learners. The factors identified as contributing to this situation were; lack of understanding, competences and associated terminology, failure to link learning outcomes and competences. Each of the challenges is discussed below.

5.1.1 Lack of understanding of competences by educators

Most of the educators who participated in the study did not understand competences. Five of the seven claimed that they have never heard of them in their training workshops and even in the visits that were made by the district official. This was also confirmed in the interview with the district official.

Competence is an educational term relating to skills, behaviors and knowledge that are necessary for learners to be successful

(www.suite101.com/content/competenciesvslearningobjectives-124662)

This is an important part that educators need to address. When they apply competences, educators need to be sure of what they want their learners to obtain during the process of learning. This was not demonstrated in the observation made in this study. The important things that needed to be demonstrated during the lesson delivery were:

- What the educator wanted her learners to learn?
- Why must they learn it?
- How can the educator help the learners to learn it?
- How will the educator know what they have learnt?

The answers to the above questions are clearly stated in the Learning Outcomes and Assessment Standards found in the policy document. The educator is supposed to unpack these in a lesson plan. The focus on achievement of competences cannot be maintained if there is no planning.

The findings revealed that educators have developed a dependency syndrome which is not helping them in any way. They do not have their own original lesson plans, which will address specifically the competences the educator needed to focus on. They depend on the ones supplied by the DoE. The DoE was trying to give model plans that needed to be modified by the educators to fit their own needs (**Appendix E**). The quality of lesson delivery is compromised when there is no planning hence the situation in which the activities are given do not vary to suit learners of different abilities. In the end, it is the learners that suffer. The problem identified in the findings is that educators cannot link learning outcomes and competence descriptions.



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5.1.2 Failure by educators to link Learning Outcomes and Competence descriptions

Although the Tourism NCS clearly outlines LOs and competences, it has been observed that educators find it challenging to see the link between the two. This may be due to a number of factors. One is that, as seen in chapter 4, that educators are not qualified as none of the interviewed had a tourism qualification. The other reason is that the workshops educators attend do not appear to be useful (see chapter 4 Section 4.6). It may also happen that there are many interpretations to one document; hence there is a need for workshops to unpack the meaning of what is in the policy document.

Educators should be aware that, when dealing with learning outcomes, one looks at what a learner is expected to be able to demonstrate at the end of the lesson. These are the intended results of learning and teaching (DoE, 2003: 7).

The importance of LO's emphasized by Malan, (2000) where he states that:

Uncertainty about the desired learning outcomes and failure to assess outcomes properly could end in a situation where learners only attained pseudo-knowledge, pseudo-skills, pseudo-attitudes and pseudo-values. On completion of their studies these learners are awarded a certificate inherently implying that they have attained certain competences whereas in fact they have not.

It shows that there is a very thin line of demarcation between Learning Outcomes and Competences descriptions (cf Chapter 2 Section 2.3). Competence descriptions are basically Grade expectations. The learning outcomes are bits and pieces of knowledge, values and skills that make up competences. It is through learning outcomes that one can get a competent learner. Educators should always address these competences in every lesson and make learners aware of what they have achieved so that learners can be certain about what they have attained. This can only be certain if educators know and understand what the contents of the policy documents are. The findings of this study reveal that educators experience some difficulties in reconciling the documents.

5.1.3 Difficulty in Reconciling Requirements contained in a number of NCS documents

The Tourism subject statement is the main document that is used for tourism implementation. It contains the LO's Assessment Standards and the Competence Descriptions. It is very strange that educators do not know of the important section of the policy document (cf. Chapter 4 Section 4.2). The competence descriptions in the document are supposed to benchmark the achievement of the learning outcomes. The benchmarking should be in six levels, according to the NCS document, what makes it difficult for the educators is that the information in the LPG contradicts what is in the NCS (cf. Chapter 2. Section 2.5).



The learning outcomes and competence descriptions are set according to the Blooms' taxonomy of cognitive development (cf. Chapter 2 Section 2.5) but this is in another document called the Provincial Continuous Assessment Guidelines. As much as the educators are required to meet the standards set on the different documents, it is very difficult to consolidate them. Learners are put in the level code because of the marks obtained not according to the competences achieved as the requirement of NCS (cf. Chapter 4 Section 4.5). This shows that policy documents are sometimes not considered. The distribution of policy documents also has its problems. The Department supplies each school with one copy of each document, in a school such a School A, three educators teach Tourism. The documents are with the Grade 12 educator,

the other educators then have limited access to them. If the educators get limited access to the documents then that will give rise to other problems like the limited knowledge of the outcomes based education that is spelt in the different policy documents. The study discovered that in order to curb the situation educator training needs have to be considered.

5.1.4 Training needs of educators

Competence Based Education emphasizes the fact that in order for an educator to be able to address competences h/she must be a competent professional (Rogan, 2003). The first thing is to know the content that one deals with. In Rogan's dimension of classroom interaction what the educator does is emphasized (cf. Chapter 2 Section 2.6).



5.1.4.1 Educator Content Knowledge

A competent professional must be able to perform key professional tasks (Van der Linden & Mendonca, 2006). In this case an educator is supposed to have the core competence, this being the knowledge of the content and the skill to deliver the content. This study revealed that, this does not apply to the schools studied. For example, the educator from school B was a primary school teacher, who happened to love the subject and opted to teach it. The content that she had been self taught. This area needs serious attention as the findings show that Tourism educators did not learn Tourism from school as this is a new subject (cf. Chapter 4, Section 4.3). This limits the educator in terms of providing

the learners with enough information hence one will find out that the activities are superficial, they do not get deep to the content such that learners will be able to apply their knowledge in real life situations. The competence descriptions require a wide knowledge from the educator as h/she is the one in control of their achievement. Without sufficient content knowledge, limited and restricted knowledge will be given to learners.

5.1.4.2 Educator Training and Development

Previous studies (Chisholm, 2000, Malan, 2000, Spreen and Vally, 2010) indicated that educator training and development is a major concern. Educators did not have formal training. The study indicated that the impact of the workshops organized by the DoE is not sufficient (cf. Chapter 4, Section 4.6). The limitations of educators will impact on the quality of teaching and learning process. As a result this might adversely affect the successful implementation of subject (Webster, 2002: 125). If the educators are not trained they will have a challenge in analyzing the documents, this will lead to key areas like competence descriptions being missed. Other researchers also alludes to this problem like The OECD document on Reviews of National Policies in Education (2000) identified some problems with the implementation of the new curriculum; amongst others mentioned, are the poorly trained and overworked educators. This is also supported by Spreen and Vally (2010) when they say that inadequate training and development of teachers has a big impact on curriculum implementation.

Educators ought to have been adequately trained before being allocated subjects. The Chisholm Review committee of C2005 had cited this inadequate training, it states that:

Teachers' knowledge of C2005 was superficial...They had rather a shallow understanding of the principles of C2005 ...Teacher training on OBE was itself superficial, focusing on terminology with ... little attention being paid to the substance of OBE and C2005 (Chisholm, 2000:19). Training workshops were not supported with good quality materials, and the approach used by many trainers was not aligned to the principles of C2005; there was virtually no support and development when teachers were back in their classrooms, and teachers felt that officials did not value their efforts (Chisholm, 2000:61)

The quotation from the Review committee endorses the research assumptions of inadequate training of educators pertaining to the implementation of the new curriculum and more specifically the addressing of the competences. The educator development and training does not go on its own there are contextual issues pertaining to this problem.

5.1.5 Contextual factors

The contextual factors cannot be divorced from the other factors as they impact strongly on the implementation of competence in Tourism. Each and every institution is unique. The uniqueness of institutions was ignored by the curriculum planners hence there are problems that are experienced by the educators in its implementation. The main focus was on equality, ignoring the fact that institutions are not the same. Spreen and Vally (2010) indicated that the approach used in curriculum implementation ignored the structural inequalities that are often experienced by educators in some schools like overcrowded and

often violent classrooms. This agrees with the fact that each contextual factor has to be considered when curriculum is implemented.

Rogan (2003) demonstrates this in his theory where he places institutions at different levels according to their readiness for the implementation of the curriculum (cf. Chapter 2: Section 2.6). This I think is an important issue as each institution will have a chance to look at its readiness and then phase in the implementation at its own pace. In doing that the same theory emphasizes that the institution has to look at its capacity to support innovation which is another construct that is highlighted by Rogan (2003), the emphasis here is on the contextual issues like the physical factors for example the classroom size, lack of resources, the socio- economic factors also have their role, the school culture has its influence too.

5.1.5.1 The Classroom size

The issue of classroom size is an important factor. The study revealed that classes in School A were overcrowded which makes it impossible for the educator to give individual attention as it is recommended that NSC requires small classrooms. If the educator cannot give individual attention may result in him/her missing learners who need some scaffolding towards achieving competence descriptions. The fact that learners could not be grouped also is a problem pertaining to the number of learners per class. Classroom activities could not be differentiated and the educator ends up giving oral question and

answer or pen and paper activities that will make his / her marking easier at the expense of the learner achievement. The no of learners per class also influences the resources negatively; hence one had to look at the lack of resources as another factor that will impact on curriculum implementation.

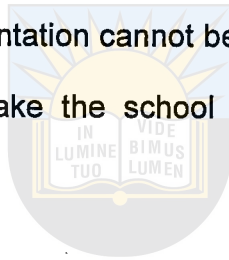
5.1.5.2 Lack of resources

The lack of resources like textbooks, furniture and computers also hinder the achievement of the competences. Learners depend on what the educators give them as notes, they cannot do their own research as there are no libraries that equipped and schools do not have internet connection. In that way activities that are of high order are affected negatively. Effective teaching and learning is addressing competence descriptions which lead to their achievement. If there are no sufficient resources as the ones mentioned above which are essential for addressing Tourism competences, the intended goal will not be reached.

5.1.5.3 The socio – economic conditions of learners

The socio – economic conditions of learners also plays an important role in the implementation of NCS competences. Learners for example from school B are from a good socio – economical background. The mere fact that they are registered in an ex- model C school reflects that (cf. Chapter 4 Section 4.3) learners from this school get all the support from parents and communities and therefore they are ready to learn. In school B learners are from informal settlements and live in very poor conditions. Doing homework in a one roomed

shelter is a challenge. Parents do not work and therefore there is minimal support from them. NCS requires a lot of resources like magazine, visiting various sectors like accommodation or transport sectors. If learners do not have a picture of an airport or a hotel for example, the learner cannot do a project on those sectors. This means therefore that learners need to be taken to these places. If parents cannot afford that it means the competences will not be achieved. The learners from this type of a background are not ready to learn and therefore curriculum implementation cannot be the same in the two schools. All the above factors take us to the school culture which influences the delivery of quality learning.



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5.1.5.4 The School Culture

The school culture is also a major determinant of the school readiness to implement NCS. Proper time management and time on task in School B was observed while in School A there is a lot that needs to be done in terms of improving the school culture (cf. Chapter 4 Section 4.3). The learners have no sense of urgency. The achievement of competences means tasks that are planned for a specific period have a purpose, they have to address a specific competence. If therefore the tasks are not completed because of improper time management resulting from a poor school culture, the competences will not be addressed. And ultimately not achieved.

5.2 SUPPORT FOR EDUCATORS

In the light of the many challenges that impede implementation of the NCS Tourism it is evident that educators need a lot of support if they are to be able to address competence descriptions as expected. Rogan (2003:1197) refers to this as support from Outside Sources (cf. Chapter 2 Section 2.6). Here he refers to different aspects that will improve the curriculum implementation like supply of material resources and educator development workshops. The main point of emphasis here is that the ideas and resources given must be put into practice otherwise they will be as good as nothing. Data (cf. Chapter 4 Section 4.6) shows that the support educators got was in three forms. One was in form of on-site visits by Subject Advisors; the other was in the form of documents supplied by the dept. & workshops.

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5.2.1 On-site visits by the district

On-site support is an intervention by the Subject Specialists from the DoE aimed at monitoring and supporting educators in their schools and specifically in their classrooms. The District is aware of the challenges that are faced by the educators in terms of implementing the NCS curriculum in the classroom. As Rogan (2003) suggests that interventions should address the individual needs of educators, the District tries to do that by giving this type of support. This is where the Deputy Chief Education Specialist (DCES) visits the school, looks at the progress done by an educator and suggest some improvements. The tool used (see appendix G) is a tool that was developed by the province. It focuses

more on monitoring rather than supporting educators in their challenges. More attention should have been focused on educators' challenges more than the Department's expectations.

5.2.2 Documents supplied by the DoE

The DCES revealed that it is the responsibility of the Govt to supply educators with the relevant documents (cf. Chapter 4 Section 4.6). The documents are said to be what an educator must have when visiting each and every class. They are the mainstay of the curriculum implementation. Each document contains important requirements that should be applied in class activities, when teaching and when assessing. It is therefore imperative that each and every educator who is teaching Tourism must have each and every document. These documents are too much for one to consider each of them. The study revealed the opposite. The checklist used during on site visits checks the availability of these documents (see Appendix G). There is a contradiction between what the DoE expects on site and what it is doing on site in the sense that it supplies the school with one copy to be used from Grade 10 to 12 but when visiting schools it expects each and every educator to have these documents. This creates some problems identified by the DCES in Chapter 4 Section 4.6. It is against this background that in September 2009 the new minister of Basic Education announced that the different document will be merged into one. This will reduce the confusion experienced by educators (Spren and Vally: 2010).

The documents on their own may not make any sense their own if they are just given to educators therefore workshops are needed to unpack the policy documents train educators on how to use them.

5.2.3 Workshops run by Subject Specialists

The support required by the educators in terms of workshops cannot be underestimated. Rogan (2003) recommends that the support given to educators should be such that it would lead to higher quality learning experience for the learners. The subject specialist indicated that the workshops are inadequate (cf. Chapter 4 Section 4.6). The situation can be improved by checking the needs of the educators like other educators will feel their content knowledge is weak therefore they will need support on that issue and not just run a workshop without making the needs analysis. This will curb the unnecessary spending done by DoE on ineffective workshops. The workshops are ineffective in the sense that they do not address the needs of the educators.

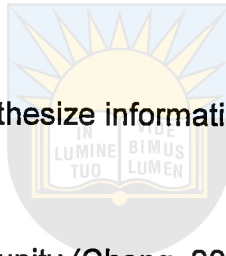
The kind of workshops that were used are those that Spreen and Vally (2010) describe as a widely fragmented teacher training system that was often delivered via a “cascade approach” that was controlled through the provincial department and managed at the District level. These workshops then drive the agenda of the planners not of the implementers. If that is the case this situations have some implications for the learners who are supposed to be the achievers of the competences.

5.3 IMPLICATIONS OF FAILURE TO ADDRESS COMPETENCE DESCRIPTIONS ON LEARNERS

5.3.1 Expectations of the Tourism NCS

The OBE expects a learner who can do challenging tasks than memorized and reproduce what was taught. A learner must;

- show ability to think
- be creative
- be able to analyze and synthesize information,
- able to organize tasks and
- Work in a team as a community (Chong, 2008).



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Table 2.2 (cf Chapter 2 Section 2.5) on competence levels shows the attainment of the above competences in the sense that Learners have to show understanding which is a demonstration of an ability to think. They have to be able to apply knowledge in unfamiliar situations which is a display of creativity. When a learner is able to holistically understand Tourism industry and is able to anticipate potential problems means that a learner is able to analyze and synthesize information. Level 6 refers to a learner who can explore his or her and also community contributions towards responsible tourism which is an ability of working in a team as a community.

Over and above the given expectations, the Tourism Subject Statement emphasizes that the learner demonstrates the ability to transfer skills from

familiar situations to unfamiliar situations (DOE: 2003). For example if the Tourism learner is taught a value which cleanliness, s/he must know that s/he must keep the environment clean (do not litter) but this should apply in another situation. i.e hospitality sector where the learner must know that cleanliness is priority when you are to serve food to tourists or clients.

The fact that learners are taught at lower order (cf. Chapter 4 Section 4.4 Table 4.7) does not equip them to apply, evaluate and synthesize Tourism knowledge. To this extent failure by educators to address competence descriptions undermine the implementation of the Tourism NCS.

The study reveals that in the schools visited the learner envisaged cannot be achieved in the present situation because the educators themselves have some limitations (cf. Chapter 4 Section 4.3). The expected competences (cf. Chapter 2 Section 2.5) cannot be achieved by learners if educators have challenges. The DoE therefore need to look closely at the problem and address actual problems.

5.3.2 Learner competences

The fact that learners are rated because of marks obtained totally misinforms other bodies that may be interested in using this information . This is supported by Malan (2000) where he describes the implications of the above situation as follows:

On completion of these studies these learners are awarded a certificate inherently implying that they have attained certain competences whereas in fact have not.

The tertiary institutions and the workplace expect learners with competences that are described in the policy document. The study reveals the opposite (cf. Chapter 4 Section 4.5) This situation totally defeats the government aims as a result in the current curriculum review revealed does not indicate the competence descriptions (DoE, 2009).

5.4 CONCLUSION

In summary the chapter discussed the main findings of the study. Challenges experienced by educators in implementing the NCS competences include lack of understanding of the competences; failure to link Learning Outcomes and competences; the number of documents used in NCS implementation; lack of training and development of educators; contextual problems faced by educators and finally the lack of support from the District Officials. This finally has some negative implications for the learners and for the promotion of Tourism NCS aims.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6. INTRODUCTION

This chapter gives a summary of main ideas in each chapter; main findings of the study; conclusions arising out of these findings and recommendations for curriculum implementations and for further research. It is stressed that although this was a small study, it raised a number of fundamental issues about curriculum implementation that require a further empirical investigation in a bigger study.

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6.1 SUMMARY OF THE MAIN IDEAS

The first chapter gave a background and introduction of the study. It further looked at the conceptual and the theoretical framework that underpinned the study. This is followed by the statement of the problem and research questions. The purpose and objectives of the study were also discussed. The chapter also discussed the rational, delimitations, methodology and the outline of the chapters.

Chapter two discussed the literature review. It examined the different curricula. It also looked at the different curriculum paradigms and their relevance to the Tourism National Curriculum Statement. As the study is based on addressing competence descriptions, the notion of Competence Based Education was also

covered and this was linked to Bloom's Taxonomy of cognitive domain levels. Finally, a theoretical framework used to explain implementation the Tourism NCS draws from the work of Rogan (2003).

The third chapter presents the methodology used in the study. I covered orientation of the study which comprises the interpretivist paradigm. This is followed by the design of the study which is a case study. The chapter also looked at the data collection procedures where the following instruments were used: interviews, questionnaires, observation and document analysis. It finally looked at the research quality and ethical considerations.

Chapter four covers data presentation and analysis. It starts with the presentation of the demographic characteristics of participants. This is followed by the presentation of data according to the different research questions.

The fifth chapter discusses the findings of the study under the following themes NCS and Outcomes – Based Curriculum implementation in South Africa, Support for educators and the implications of failure to address competence descriptions.

6.2 SUMMARY OF THE MAIN FINDINGS

6.2.1 Educators were qualified to teach at high school but did not have the necessary academic qualifications to teach the Tourism subject and they appeared to lack content knowledge.

6.2.2 Educators were not able to align lesson activities with competence descriptions. The problem can be linked to four factors, that:

- The lesson plans they used from the Department of Education were, themselves, problematic as it was not easy for the educators to see the alignment between the activities and competence descriptions.

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- Educators did not do their own planning and so they did not consciously engage with competence descriptions in the Tourism NCS. They simply used lesson plans supplied by the Department.
- Difficulty in reconciling requirements contained in a number of NCS documents.
- Educators did not understand the jargon of competences.

6.2.3 In actual teaching, educators concentrated on lower level teaching activities and assessment tasks. This raises the question of the extent to

which the whole range of competences stipulated in the Tourism NCS were being covered in the teaching.

6.2.4 Subject advisors appeared to have challenges in setting lesson activities that address competence descriptions.

6.2.5 Educators were not trained in addressing competence descriptions in workshops run by Subject Advisors.

6.2.6 Educators were seen to focus on content coverage instead of allowing learners to learn at their own pace in order to acquire competences at different levels of the cognitive domain.

6.2.7 Educators faced a myriad of contextual challenges that militated against translating the written curriculum into the taught and assessed curriculum.

These included:

- Shortage of learning resources such as text books undermines the achievement of competences because learners cannot learn on their own, they depend on educators. When learners have enough books to get more information from, they will have more insight to the topic and can make their own evaluations on the given topic in that case they have acquired the competences required.

- Shortage of learning space result in educators not being able to do group work which is important for learners as they should be able to work effectively as a member of a team. In that case the value of respecting each other's ideas for example will be missed but this is important for the achievement of competences.

6.2.8 Assessment practices did not appear to be sufficiently varied across the different cognitive domains that correspond to different levels of competences.

6.2.9 Learner responses mostly mirrored what the type of teaching and activities given to them in that:

- Learners responded well in activities that required low order cognitive questions.
- Few learners responded to higher order questions.

6.3 CONCLUSIONS

6.3.1 There was a misalignment between the written, taught and assessed curriculum.

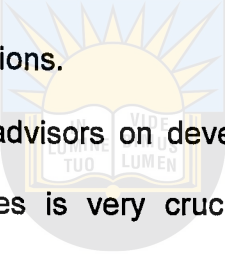
6.3.2 District support to educators was technicits. It was informed by the technical paradigm curriculum which stresses accountability, whereby checklists of requirements are the focus of district visits to schools, rather

than activities that empower educators to understand NCS competence descriptions.

6.4 RECOMMENDATIONS

6.4.1 for curriculum implementation

- Educators must be assisted in aligning Learning outcomes and competence descriptions in order to be able to address competence descriptions.
- Training of subject advisors on developing lesson plans that address competences is very crucial. This will help them run workshops that will deal with educator' challenges.


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6.4.2 for Further Research

- Further research should be carried out covering a bigger sample of districts, schools and educators on the question of addressing NCS competence descriptions.

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APPENDICES

APPENDIX A

APPENDIX A

Faculty of Education

School of Postgraduate Studies
Cnr Fleet & Cambridge Street
East London & Stuart Hall, Alice

Phone: East London: 043704 7219 | Fax: 043- 7047228
Alice: 0406022103
nsibeko@ufh.ac.za/abovu@ufh.ac.za



University of Fort Hare
Together in Excellence

02nd September 2009



To whom it may concern

This is to confirm that Mrs N.F Xalabile is MEd candidate at the University of Fort Hare. Her student number is 200804313. Her research topic is "The investigation of the Implementation of tourism in the Fort Beaufort District Area. She is due to collect data during the months of September-October 2009. Kindly grant her permission.

Sincerely

Dr. N. Duku

Head of Department (MEd Programme)

APPENDIX B

APPENDIX B

REQUEST FOR ACCESS TO DISTRICT OFFICE

25A Somerset Street

Fort Beaufort

5720

8 October 2009

The Principal

.....
.....
.....



Dear Sir /Madam

REQUEST TO CONDUCT AN INTERVIEW

University of Fort Hare
Together in Excellence

I am a registered student of the University of Fort Hare, Education Faculty studying towards obtaining a Masters in Education degree. The study is investigating the addressing of competence descriptions in the implementation of Tourism National Curriculum Statement by Educators.

The study requires me to visit Tourism educators and learners in your school. For the purpose of the study I will conduct interviews, one lesson observation and also view the following documents; lesson plans, assessment plans, learners books and scripts, learner activities and examination question papers and memorandums.

I therefore request permission to visit your school to conduct the interviews, observation and view the necessary documents.

Hoping that my request will receive your favourable consideration.

Sincerely

N.F Xalabile (Mrs)

Signature:.....

APPENDIX C

APPENDIX C

REQUEST FOR ACCESS TO DISTRICT OFFICE

25A Somerset Street

Fort Beaufort

5720

8 October 2009

The District Director
Department of Education
Fort Beaufort



Dear Madam

REQUEST TO CONDUCT AN INTERVIEW

I am a registered student of the University of Fort Hare, Education Faculty studying towards obtaining a Masters In Education degree. The study is investigating the addressing of competence descriptions in the implementation of Tourism National Curriculum Statement by Educators.

The study requires me to visit two schools and the DCES (Tourism) to conduct an interview. Tourism educators and learners will be interviewed, two lessons will be observed from two different schools and also documents will be requested from schools and the DCES.

I therefore request permission to visit the sample schools and the DCES's office to conduct the interviews, observation and view the necessary documents.

Hoping that my request will receive your favourable consideration.

Sincerely

N.F Xalabile (Mrs)

Signature:.....

APPENDIX D

APPENDIX D

University of Fort Hare

FACULTY OF EDUCATION

Alice (main) Campus:
Private Bag X1314, King William's Town Rd, Alice, 5700, RSA
Tel: +27 (0) 40 602-2412 • Fax: +27 (0) 40 602-2448



University of Fort Hare
Together in Excellence

28 September 2010

To Whom It May Concern

RE: STUDENT NOMBeko XALABILE, REGISTRATION NUMBER 200804313

This is to confirm that Ms Xalabile is registered on the M.Ed. (by dissertation) Programme at this university. Ms Xalabile's research was approved by the Faculty in 2008 and since then she has made steady progress. She has now reached a critical stage where she is analysing research data and preparing for the compilation of the whole dissertation for submission for examination. This process should take not less than a month of concentrated work.

Yours sincerely

Professor George Moyo
RESEARCH SUPERVISOR

University of Fort Hare
Together in Excellence

Bhisho Campus:

P.O. Box 1153, KWT 5600, Independence Ave, Bhisho, 5600, RSA
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() APPENDIX E ()

LESSON Plan FROM THE DEPARTMENT OF EDUCATION
 LESSON PLAN 1 for TOURISM GRADE 10

<p>Date:</p>	<p>Topic: Tourism as an interrelated system</p>
<p>Teacher:</p>	<p>Learning Outcome 2: Tourism as an interrelated system</p>
<p>Pre-knowledge: Learners traveling experiences Knowledge: Define concepts "tourism" & Tourist Reasons why people travel Different types of tourists Sectors in tourism</p>	<p>Assessment Standard 1: Concepts 'Tourism' & 'Tourist', reasons why people travel Different types of tourists Sectors and sub-sectors</p>
<p>Skills: differentiate and define types of tourists Demonstration (in the form of posters)</p>	<p>Integration with other LOs in Tourism: LO 3 AS 5</p>
<p>Values: cultural values</p>	<p>Integration with other subjects: Geography History Economics</p>
<p>Indigenous knowledge systems:</p>	



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APPENDIX E

Content	Teacher activities (Highlight teaching methods)	Learner activities (Indicate homework)	Resources/LTSM	Assessment strategies (What: (SKVs) Who: Form: Tool:	Time
Concepts 'Tourism' & 'tourist' Reasons for traveling Types of tourists	Ask learners questions Facilitates discussions Handout posters with different types of tourists	Use dictionaries for the definitions of concepts. Give different reasons for traveling Identify different types of tourists.	Dictionaries flash cards Posters Charts textbooks	What: (SKVs) Who: Form: Tool:	4 weeks (16 hours)
Sectors and sub-sector -travel sector -hospitality -attractions -role players	Distribute brochures and magazines Divide learners and group them according to each sector.	Design questionnaires and worksheets to use when researching about each sector	Write paper Magazines Brochures Local tourists Travel agent Car hire	What: sectors Who: peer/teacher Form: observation and interviews Tool: observation sheets and questionnaires.	
	Facilitates discussions on report backs done by learners and scaffolds further where there are gaps.	Present their findings and take notes as the discussions proceed.	Note books textbooks		
	Give learners the assessment instruction on designing a poster that links a particular	Design the posters so as to present orally and submit to the teacher for further	Magazines textbooks	What: Poster Who: peer/teacher Form: PoA	

	sector with a particular tourist.	assessment.		Tool: Assessment grid	
Expanded opportunities: Include enrichment and special needs					
<ul style="list-style-type: none">• Visit to various tourism sectors					
Reflection:					



University of Fort Hare
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APPENDIX F

APPENDIX F 1

NAME:	GRADE: 10
-------	-----------

1. Ten reasons why people travel are hidden in the puzzle. Encircle the ten you recognise and then tear off the page and submit with your answer book.

P	P	B	U	S	I	N	E	S	S	Q
V	F	R	A	V	G	T	P	O	H	R
T	C	O	N	F	E	R	E	N	C	E
H	Y	O	P	X	S	S	G	Y	Q	L
I	N	C	E	N	T	I	V	E	E	I
H	N	U	I	R	U	D	M	C	L	G
V	L	D	O	V	L	D	A	D	T	I
E	R	P	R	T	Y	P	U	I	Y	O
W	S	G	T	N	S	F	F	N	Y	U
C	U	L	I	U	R	A	L	H	U	S
E	T	H	L	E	I	S	U	R	E	Y
Y	X	Z	T	H	E	A	L	T	H	X
E	D	U	C	A	T	I	O	N	A	L

10 + 2 (5)

06
10

10/11/2010

09/11/2010

APPENDIX F 2

1.1 Copy the following table into your book. Tick the statements that you think are true about all tourists, some tourists or no tourist. The first one has been done for you.

	True about all tourists	True about some tourists	True about no tourist
They are in a foreign country		✓	
They are away from home	✓ X		✓
They are visiting friends and relatives		✓ ✓	
They spend money	✓ X	✓	
They are on business		✓ ✓	+
They spend at least one night in the place where they visit	✓ X		✓ (02)

1.2 Use the statements you ticked in the first column to write down what you think a tourist is. (3) is someone who travels away from home to QUESTION 2 to business or to visiting friends and relatives
 Ten descriptions of tourists are given. In your workbook write which is a foreign and which is a domestic tourist. Next to that, say what type of a tourist it is.

- a. Domestic Tourist
 - b. Domestic Tourist
 - c. foreign Tourist
 - d. foreign Tourist
 - e. foreign Tourist
 - f. foreign Tourist
 - g. foreign Tourist
 - h. foreign Tourist
 - i. foreign Tourist
 - j. Domestic Tourist
- a. Nombulelo, who lives in Alice, is visiting her grandmother in Durban. Inbound
- b. Mandy, who lives in Durban, is going to Cape Town to attend a business conference. but
- c. Daisy, who lives in England, is coming to South Africa as part of the National hockey team. Outbound Sport
- d. Mpho, who lives in Motherwell, is going to America to study to be a doctor. Outbound
- e. Ta Ribbo, who lives in Soweto, is going to Kenya to spend time with the Masai tribe to see how they live. V.F.R. X
- f. Bobby, who lives in East London, is going to Mauritius to relax and enjoy herself. Inbound
- g. David, who lives in Kimberly, is going to Switzerland on a skiing holiday. Outbound
- h. Sibusiso, who lives at Mxhelo, is going to Durban to do bungee-jumping. Sport X
- i. Nwabisa, who lives at Sigingqini, is going to Mecca on a pilgrimage. ecotourist X
- j. Mr & Mrs Zengethwa, who lives at Memela Location, are going to Cape Town on holiday and they are taking their two teenaged children with them. (20) family

QUESTION 3
 Match the words in column A with the definition in Column B.

COLUMN A	COLUMN B
i. tourist	A soccer fan who travels to another country to watch his team play
ii. sport tourist	A person who travels outside their own country
iii. ecotourist	A person who comes to South Africa from another country
iv. domestic tourist	A person who visits botanical gardens all over the world
v. international tourist	A person who leaves South Africa to visit another country
vi. Inbound tourist	A person who goes on journey away from his home
vii. outbound tourist	A person who travels inside his / her own country.

21
 36
 2/2/2010

• Study guides			
• Notes			
5. Syllabus coverage:			
• Work schedule/Pace			
• setter			
• Extra tuition classes			
6. Classroom management:			
• Resources			
• Arrangement of learners			
• Interaction			
• Guidance & support			
• Assessment			
• Daily preparation			

7. FURTHER COMMENTS: teacher to reflect on the visit:

Very worthwhile - developing and learners gained through the motivational talk done by the subject advisor.

8. GENERAL COMMENTS BY CURRICULUM OFFICIAL:

Well done the work is up to standard, need to give attention to Grade 11 Res.

9. NAMES AND SIGNATURES:

	NAME	SIGNATURE	DATE
SUBJECT TEACHER			31 03 2010
PRINCIPAL			31 03 2010
CURRICULUM OFFICIAL			31 03 2010

SCHOOL STAMP



DEPARTMENT OF EDUCATION
 31 MAR 2010
 Fax: 040 563 6133
 PROVINCE OF THE EASTERN CAPE



APPENDIX H

APPENDIX H 1

DATA SET 1 INTERVIEW SCHEDULE

1. SECTION A : GENERAL INFORMATION

1.1 Which subjects are you teaching at your school?

1.2 In what grades are you teaching Tourism?

1.3 Gender : M Female

1.3 Which age group do you belong in?

-35 +35

1.4 What are your highest academic qualifications?

1.5 What is your highest professional qualification?

1.6 What are your highest qualifications in Tourism?

1.7 If you do not have a qualification in Tourism, how did you acquire your content knowledge of the subject?

1.8 What was your area of specialisation during your educator training?

2. SECTION B : TRAINING IN TOURISM NATIONAL CURRICULUM STATEMENT

2.1 Did you get any training in NCS implementation?

2.1.1 If "no" how are you managing to implement Tourism NCS?

2.1.2 If "yes" what was the duration of the training and how effective was it? Please explain.

2.1.3 Which areas do you think were well covered in the training? Please explain.

2.1.4 Which areas do you think were not covered fully?

Probe: Can you give me an example of some of the sections that poses a challenge for some educators?

Probe: Are you trying to say you are comfortable with every section of Tourism although you did not have formal training in the subject.

2.2 How has the training helped in your teaching?

Probe: Can you please explain the understanding of the requirements.

2.3 Exactly which documents are you using when implementing Tourism NCS?

2.4 Which ones do you use in your daily preparation

Probe: How do the documents that you have mentioned help you in your daily preparation?

2.5 How would you describe your understanding of the Tourism Subject Statement?

2.6 According to your experience are all the sections of the subject statement adequately covered in your teaching? Please explain.

Probe: Can you give me an example of these sections.

2.7 How can you describe the relationship between what is contained in the subject statement and what you teach in the classroom?

2.8 How do you address competence descriptions in the Tourism NCS? Please explain

Probe: Where do you get the 7 rating scale because in the Subject Statement there are six

2.9 How can you describe the relationship between what is contained in the subject statement and what you teach in the classroom?

2.10 How do you address competence descriptions in the Tourism NCS? Please explain

2.11 What evidence is there that learners do achieve the competences?

2.12 Are there particular competences in which they do well? Please explain.

2.13 What value does the department attach to the achievement of the competences by learners? Please explain.

2.14 How does the department of Education ensure that Grade 10 learners achieve the competences stated in the Tourism NCS?

3. SECTION C: PLANNING

3.1 How often do you plan? Daily/weekly/term/annually.

Probe: Do you think your weekly or daily planning suits your daily lesson delivery? Please explain.

3.2 What documents do you use when planning?

Probe: What are the documents you mentioned? Can you please explain.

Probe : Can you please explain the importance of these documents in your planning?

Probe: What is it that you want to achieve through the use of these documents in your planning?

3.3 Why is it important to include educator and learner activities when planning?

H3

Probe: What exactly do you think learners achieve through these activities?

Probe: What do you have in mind as an educator when you plan these activities?

Probe: Do you think your learners have the same or different abilities?

3.4 How do you cater for learners with different abilities in your planning and teaching?

Probe: In the documents that you are using when planning is there anything said about competences?

Probe: Have you ever heard of competences in the workshops or in any type of training that you had?

Probe: How do you place your learners in different levels when giving them results?

Probe: What levels of competences do you address when planning or teaching?

3.5 In what ways do the lesson activities planned by educators address the competence descriptions of the Tourism NCS? Please explain.

4. SECTION D: ASSESSMENT IN TOURISM NCS

4.1 Did you receive any training in assessment in the Tourism NCS? Explain please.

4.2 What documents do you use in your assessment?

4.3 How do the Tourism Assessment Guidelines help you in your assessment? Please explain.

Probe: Can you explain the guidance.

4.4 What do you understand by the Bloom's taxonomy?

4.5 How does Bloom's taxonomy help you in setting activities for learners?

4.6 What cognitive domain levels do you use when assessing learners?

Probe: How do learners respond if you use all?

H4

DISTRICT OFFICIAL INTERVIEW

1. SECTION A : EDUCATOR TRAINING

- 1.1 According to your assessment, how well is the implementation of Tourism NCS going in various schools in the district?
- 1.2 Have the educators been adequately trained to enable them to implement the Tourism NCS effectively? Please explain.
- 1.3. Which areas do you think need some emphasis?
- 1.4 How competent are educators in teaching Tourism successfully?
- 1.5 What evidence is there that they can or cannot teach successfully?
- 1.6 How do the educators use different curriculum documents?
- 1.7 Do you think all these documents are important for NCS implementation? Please explain their importance.
- 1.8 Are the competence descriptions regarded as an important element of NCS by the department?
- 1.9 If so why so if not why not.
- 1.10 How do educators address competence descriptions in the Tourism NCS? Please explain.
- 1.11 What evidence is there that learners do achieve the competences?
- 1.12 Are there particular competences that they do well? Please explain.

2 SECTION B: EDUCATOR PLANNING

- 2.1 To what use do educators put the NCS competences in planning their lessons
- 2.2 In what ways do the lesson activities planned by educators address the competence descriptions of the Tourism NCS? Please explain.
- 2.3 In what ways do the assessment plans developed by educators address the competence descriptions of Tourism NCS? Please explain.

3 ASSESSMENT

- 3.1 How do the assessment activities planned by educators promote or hinder the achievement of the domain levels reflected in Tourism NCS? Please explain.
- 3.2 In what ways do assessment activities reflect different cognitive domain levels? Please explain.
- 3.3 What cognitive domain levels seem to be most reflected? Please explain.

3.4 What value does the department attach to the achievement of the competences by learners? Please explain.

3.5 How does the department of Education ensure that Grade 10 learners achieve the competences stated in the Tourism NCS?

Probe: Do you think it's only the tasks that will make a difference?

Probe: Is the DoE satisfied about the content knowledge of educators?

4 How does the District support educators In addressing the Tourism competences?

4.1 Does the District supply the educators with the relevant documents?

DCES: Yes

4.2 Can you please specify the documents supplied to educators?

Probe: Can you please explain the CASS Guideline Document.

4.3 Are they guided through the contents of the documents? Please explain how.

4.4 How does the District make sure that these documents are put into good use?

4.5 Where there are challenges Identified how are the challenges addressed by the District?

4.6 How does the District monitor the addressing of the Tourism competence descriptions by educators in

4.6.1 Planning

4.6.2 Teaching

4.6.3 Assessment

4.7 In your own opinion do you think the support given by the District in addressing the Tourism competence descriptions enough? Please explain your answer.

Probe : What is it that you feel is not done enough?

4.8 Can you please give some suggestion of how can this situation be improved.

Probe: The challenge of time frames that you alluded to before for workshops, can you please explain how you are going to overcome the obstacle.

APPENDIX I 1

DATA SET 3: OBSERVATION SCHEDULE

1. SECTION A: GENERAL SCHOOL ENVIRONMENT

1.1 Punctuality: Does the school and periods get in and out on time?

Does the educator and learners get into class on time?

1.2 Culture of learning and teaching: Discipline

Is teaching in other classes progressing well?

2. SECTION B: CLASSROOM ORGANISATION

2.1 Arrangement of desks.

2.2 Grouping of learners

2.3 Resource material

3. SECTION E: ASSESSMENT

3.1 Is assessment treated as an integral part of the lesson?

3.2 Do the strategies correlate with LO's and AS's?

3.3 Are the assessment strategies used (Who; What; Form; Tool) varied to address the different cognitive domain levels

4. SECTION C: EDUCATOR – LEARNER INTERACTION

4.1 Time learners take to be ready for the lesson

4.2 Are the learners actively involved in the lesson?

4.3 Are the learners pro-active?

4.4 Are the instructions clearly stated?

4.5 Do questions asked cater for different cognitive domain levels?

4.6 How do learners respond to teaching at single or multiple cognitive domain levels?

4.7 Is there encouragement for further learning?

5. SECTION D: TEACHING STRATEGIES

5.1 Are the following questions addressed:

5.1.1 What the educator want her learners to learn.

a. Explicit learning outcomes and assessment standards stated.

b. Is the knowledge, skills, values and attitudes that will lead to the attainment of competence clearly stated?

5.1.2 Why does she want them to learn it?

a. Attainment of outcomes in order to apply acquired knowledge, skills , values and attitudes that lead to attainment of competences:

5.1.3 How can she best help her learners to learn it?

a. Are the competences to be achieved clearly stated?

b. Are activities varied such that learners with different abilities are catered for?

c. Are activities set at different domain levels so as to suit learners with different cognitive abilities?

d. Is prior knowledge recognised to ensure that the intended goals are met?

e. Is the lesson delivered such that the intended competences will be achieved?

f. Is time flexible enough for learners to master the skills, values and attitudes that they are to learn?

- g. Is different media and material used to create an enriched teaching and learning context?
- h. Are learning programmes open ended and flexible for learners to explore.
- i. Are learners encouraged to form their own insights and create their own solutions?

5.1.4 How will she know what they have learnt?

- a. Are learners continuously assessed and facilitated to attain the desired competences?
- b. Are learners able to do more challenging tasks rather than recall and memory tasks?
- c. Is the emphasis towards attainment of competences encouraged over attaining a pass mark?
- d. Are the learners able to work in a team rather than individual contest and competition?
- e. Are learners able to demonstrate skills learnt like communication or computer skills?

6. LESSON ACTIVITIES

- 6.1 What specific activities were observed during the lesson
- 6.2 Were the questions in the activities spread over the different domains
- 6.3 Were they relevant to the outcomes and competences that need to be achieved

DATA SET 2 EDUCATOR QUESTIONNAIRE

1. SECTION A : GENERAL INFORMATION

- 1.1 Which subjects are you teaching at your school?
- 1.2 In what grades are you teaching Tourism?
- 1.3 Gender : M [] Female []
- 1.3 Which age group do you belong in?
-35 +35
- 1.4 What are your highest academic qualifications?
- 1.5 What is your highest professional qualification?
- 1.6 What are your highest qualifications in Tourism?
- 1.7 If you do not have a qualification in Tourism, how did you acquire your content knowledge of the subject?
- 1.8 What was your area of specialisation during your educator training?



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2. SECTION B :TRAINING IN TOURISM NATIONAL CURRICULUM STATEMENT

- 2.1 Did you get any training in Tourism NCS implementation?
 - 2.1.1 If "no" how are you managing to implement Tourism NCS?
 - 2.1.2 If "yes" what was the duration of the training and how effective was it? Please explain?
 - 2.1.3 Which areas were well covered in the training? Please explain.
 - 2.1.4 Which areas do you feel were not covered fully? Please explain.
- 2.2 How has the training helped in your teaching?
- 2.3 Exactly which documents are you using when implementing Tourism NCS?
- 2.4 Which ones do you use in your daily preparation?
- 2.5 How would you describe your understanding of the Tourism Subject Statement?
- 2.6 According to your experience are all the sections of the Tourism Subject Statement adequately covered in your teaching? Please explain.

2.7 How can you describe the relationship between what is contained in the subject statement and what you teach in the classroom?

2.8 How do you address competence descriptions in the Tourism NCS? Please explain

2.11 What evidence is there that learners do achieve the competences?

2.12 Are there particular competences in which they do well? Please explain.

3. SECTION C : PLANNING

3.1 How often do you plan? Daily/ weekly/term/annually.

3.1.1: Do you think your weekly or daily planning suits your daily lesson delivery? Please explain.

3.2 What documents do you use when planning?

3.2.1: What are the documents you mentioned? Can you please explain?

3.2.2 : Can you please explain the importance of these documents in your planning?

3.2.3: What is it that you want to achieve through the use of these documents in your planning?

3.3 Why is it important to include educator and learner activities when planning?

3.3.1: What exactly do you think learners achieve through these activities?

3.3.2: What do you have in mind as an educator when you plan these activities?

3.3.3: Do you think your learners have the same or different abilities?

3.4 How do you cater for learners with different abilities in your planning? What about in your teaching?

3.4.1: In the documents that you are using when planning is there anything said about competences?

3.4.2: Have you ever heard of competences in the workshops or in any type of training that you had?

3.4.3: How do you place your learners in different levels when giving them results?

3.4.4: What levels of competences do you address when planning or teaching?

3.5 In what ways do the lesson activities planned by educators address the competence descriptions of the Tourism NCS? Please explain.

4. SECTION D: ASSESSMENT IN TOURISM NCS

4. How is a selected topic assessed in Grade 10 to show achievement of NCS competences?

4.1 Did you receive any training in assessment in the Tourism NCS? Explain please

4.2 What documents do you use in your assessment?

4.3 How does the Tourism Assessment Guideline help you in your assessment? Please explain.

4.4 What do you understand by the Bloom's taxonomy?

APPENDIX K

APPENDIX K 1

DATA SET 2 LEARNER QUESTIONNAIRES

1. GENERAL INFORMATION

1.1 Gender: male [] female []

1.2 Age : 11 – 15 years []
16 and above []

1.3 School: Rural [] Urban []

1.4 Grade 10 [] 11 [] 12 []

1.5 Do you have a Tourism Textbook: Yes / No

1.6 How do you get supplementary information?

1.7 Which one suites you best when studying the textbook or supplementary information?

1.8 Please give reasons why?

2. Why did you take Tourism as a subject?

3. After passing Tourism in Grade 12 what do you want to do?

4. Do you think what you are taught in Tourism Grade 10 will help you achieve your goals?

5. What do you know about Learning outcomes and assessment standards? Please explain

6. Are you ever told which learning outcome and assessment standard that are you dealing with? Yes or No

7. Which ones have you dealing with?

8. Can you please tell me more about this learning outcome?

9. What skills have you achieve when dealing with this learning outcome?

10. Do you achieve the learning outcomes that you did in class?

11. How do you know that you have achieved these learning outcomes?

12. When the educator is teaching there are questions that are asked to facilitate learning. Which ones do you answer most . Mark the ones you like most by indicating rate them 6,5,4,3,2,1 6 being the most popular and 1 being the one you do not like to answer or least popular.

Knowledge (Recall and remembering of previously learned material)e.g Define each of these terms : Tourist, ecotourism. What is a incentive tourist?

K 2

Comprehension (understanding of facts and principle; charts, graphs etc.) e.g Differentiate between an outbound and an inbound tourist. Use the set of graphs to draw a travel decision making process.

Application (Those that need you to use concepts in real world situations to solve problems) e.g Convert the following currencies into rands.

Analysis (need you to be able to break down material or information into different parts to detect relationships and differences). E.g Illustrate with examples the different types of tourists

Synthesis (are you able to put parts together to form a whole to create new meaning) e.g Survey customer service at a guest house.

Evaluation (able to make judgements based on clearly defined criteria) e.g "Tourists damage or ruin nature". Support or reject the statement with valid reasons.

13. Can you give reasons for your choice.
14. What types of activities do you do in class? Just tick the relevant one.
Assignments; Tests; presentations; research projects; examinations; practical assessment tasks
15. Which ones do you like most? Can you please explain why
16. Tell me how you feel about tests and exams.
17. Are learning outcomes stated in activities?
18. Which questions do you like most and do well
True or false
Multiple choice
One word for a phrase
Explanations
Definitions
Analysing case studies, pictures and cartoons.
Discussions
Evaluation
19. Just tell me why you like the ones you have chosen.
20. Which ones are mostly used in your activities?
21. Why do you dislike the ones you have not chosen?
22. Do you find Tourism activities challenging or boring? Please explain.
23. What skills/ competences do you think you have acquired in Tourism?
24. If you were to get a job in Tourism tomorrow what do you think you will be able to do?

2

ANNEXURE D: EXAMPLES OF WORK SCHEDULES FOR TOURISM

GRADE 10

- Note:
- Daily assessment need not be indicated in the work schedule
 - Use this work schedule together with the Content Framework
 - Note that the tasks for formal assessment and the Practical Assessment Task are done simultaneously with the theory on that topic, or directly after the topic has been taught in class

Time frame	Date completed	LO & AS	Assessment Standard	Content & Context	Resources	Suggestions for Assessment
TERM 1 (11 weeks)						
Week 1 - 2		10.1.1	The concepts 'tourism' and 'tourist' Reasons why people travel Different types of tourists	<ul style="list-style-type: none"> • Various definitions of the concepts 'tourists' and 'tourism' • The reasons why people travel • The different types of tourists 	<ul style="list-style-type: none"> • Textbooks • Tourism White Paper • WTO 	<ul style="list-style-type: none"> • Daily: • Class discussion • Small group discussion
Week 3 - 4		10.1.1 10.1.2	Sectors and sub-sectors in the tourism industry. The services and products offered by each sector/sub-sector. Matching the needs of different types of tourists	<ul style="list-style-type: none"> • Hospitality sector • Main functions (accommodation and meals) • Services and products offered by the different types of hospitality establishments • Types of tourists utilising these products / services 	<ul style="list-style-type: none"> • Textbooks • GSA travel magazine • Various tourism magazines, e.g. 'Getaway' • Brochures and advertisements • Local tourist information centres 	<ul style="list-style-type: none"> • PAT: Choose any art festival, e.g. KKNK, Graham's Town, or any other festival in your region. You are employed by the organizers of the festival. Develop an information booklet to market the festival. • Phase 1: Information on all types of ACCOMMODATION and TRANSPORT available for tourists visiting the festival
Week 5 - 6		10.1.1 10.1.2	As above	<ul style="list-style-type: none"> • Travel sector • Main functions (travel-organising and transport) • Services and products offered • Types of tourists utilising these products / services 	<ul style="list-style-type: none"> • Textbooks • Travel agents • Car-hire companies • Field trip to an airport, going onto an airplane 	<ul style="list-style-type: none"> • Daily: • Worksheets on the different modes of travel • Report on airport visit • PAT Hand in phase 1
Week 7 - 8		10.1.1	Role players in the tourism industry	<ul style="list-style-type: none"> • Main function of each of the role-players, and the type of tourists that would utilise them • Marketing agencies • Industrial and commercial sector • Auxiliary services 	<ul style="list-style-type: none"> • Textbooks • The Internet 	<ul style="list-style-type: none"> • PAT: Task for term 1: Develop your own puzzle to demonstrate the uniqueness of South Africa. Indicate the natural beauty of South Africa, sunny climate, indigenous

TOURISM

JUNE 2010
MARKS:100

GRADE 10

TIME:2hrs

INSTRUCTION AND INFORMATION

Read instructions carefully before answering the question.
This paper consists of section A and B.
You must answer all the question in both A and B.

SECTION A

Question 1

1.1.1. The example of written communication used in the tourism industry, is
A. Verbal communication.
B. Telephonic communication.
C. Sign language.
D. Memoranda.

1.1.2. This type of communication does not require words.
A. Verbal.
B. Visual.
C. S.M.S
D. Fax

1.1.3. is a career in the tourism industry that organizes seminars and business meeting for large organizations?
A. Training manager
B. Conference organizer
C. Training Facilitator
D. Training Assessor.

1.1.4. This organization, in conjunction with a number of other role players, have developed guidelines for responsible tourism in South Africa.
A. South African Tourism
B. World Tourism Organization.
C. Regional Tourism Organization
D. Department of Environmental Affairs and Tourism.

1.1.5. The term used to describe the illegal hunting of animals, is.....
A. Hunting.
B. Poaching.

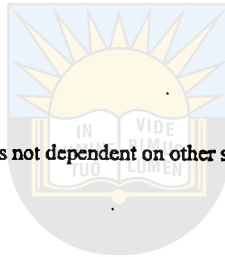
- C. Trapping.
- D. Game viewing.

1.1.6. VFR means

- A. Very fond of roads.
- B. Very fond of relatives
- C. Visiting friends and relatives
- D. Visiting friend's relatives.

1.1.7. This is an Example of human-made attraction.

- A. Mountains
- B. Waterfalls
- C. Aquariums
- D. Nature reserves



1.1.8. One of the following sectors is not dependent on other sectors in the tourism industry.

- A. Attraction
- B. Transport
- C. Accommodation
- D. None of the above

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1.1.9. The single component most customers look for when purchasing tourism services is...

- A. The lowest price.
- B. Variety.
- C. Quality service.
- D. Brand name.

1.1.10. In self catering accommodation guest.

- A. Make up their own beds?
- B. Prepare their own food?
- C. Bring with them kitchen utensils?
- D. None of the above?

Question 2

2.1. Study the cartoon carefully.

- (a) Decided whether the tourists in each cartoon A, B or C are inbound or domestic tourist. (3) 1
- (b) Supply a reason for your answer with evidence that appears on the cartoon. (3) 2
- (c) State the reason for travel of each tourist. (3) 3
- (d) Supply this cartoon with a relevant topic. (1) 2.



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2.2. Ten reason why the people travel are hidden in the puzzle below. Find TEN of them circle them on the question paper and then write them in your answer book (2.2.1-2.2.10)]

P	P	B	U	S	I	N	E	S	S	Q	
V	F	R	A	V	G	T	P	O	H	R	
T	C	O	N	F	E	R	E	N	C	E	
H	Y	O	P	X	S	S	G	Y	Q	L	
I	N	C	E	N	T	I	V	E	E	I	
H	N	U	I	R	U	D	M	C	L	G	
V	L	D	O	V	L	D	A	D	F	I	
E	R	P	R	T	Y	P	U	I	Y	O	
W	S	G	T	N	S	F	F	N	Y	U	
C	U	L	T	U	R	A	L	H	U	S	
E	T	H	L	E	I	S	U	R	E	Y	
Y	X	Z	T	H	E	A	L	T	H	X	
EDUCATIONAL											
EDUCATIONAL											

M 4

E	D	U	C	A	T	I	O	N	A	L	
---	---	---	---	---	---	---	---	---	---	---	--

2.3 Refer to annexure A and study the pictures that are given. Say what types of attractions are they (10) ^{AB} 10 From 1 TO 5 Analysis 4

SECTION B - Responsible and Sustainable Tourism

Question 3

Read the following case study and answer the questions that follow:

The Mphabato Cultural Museum

The Mphabato Cultural Museum was a project initiated by Grace Masuka.

As a small child, Grace was influenced greatly by her grandmother. This remarkable old woman taught Grace the traditional ways: plant remedies, how to read the signs in the veld and how to predict the weather. As an adult, Grace became concerned about the young girls.

She established the living cultural museum in her village, which is situated on the outskirts of the Pilanesberg game reserve. The project belongs to the Bagatla tribe. The community contributed artifacts to the museum. Grace teaches traditional dancing and often takes them into the game reserve to teach them traditional conservation and how to live from the veld.

Presently she is training 'indigenous tourist guides' for Mankwe Safaris. This enterprise was started by two of her family members. They take tourists for trips into the Pilanesberg game reserve where they educate them on what Grace calls 'cultural ecology'. Seven young men and three young women who have completed their tertiary education, but could not find work, are involved in the training.

[Article adapted from: Ecotourism EnviroTeach, March 2004]

- 3.1. Name the community that has ownership of this project. 1
- 3.2. 2x2=4
- 3.2.1. Name two ways in which the community has contributed positively to the project. 2x2=4
- 3.2.2. Is the community able to benefit from this project? Give two reasons for your answer. 2x2=4 An 4 10
- 3.3. Identify a phrase from the passage that best fits the following description. 1
- 3.4. Do you think Grace is practicing the principles of sustainability? Substantiate your answer. 2 1
- 3.5. Name the three principles of responsible tourism that will ensure the visitors to the cultural village will behave in a responsible manner (3) 20

4

M 5

- 3.6. Grace Masuka would like the museum to become a Cultural World Heritage Site. 7
3.6.1. Name three criteria that would be required for the establishment of the Mphebatso Cultural Museum to be a cultural World Heritage site. 1 3
3.6.2. If the cultural museum is to be awarded World Heritage Site status discuss the impact this would have on tourism in the area. 3 4
3.6.3. Name the organization that a country has to apply to for a site to be awarded World Heritage status. 1

3.2. Define the following terms. 1

3.2.1. Responsible Tourism 2

3.2.2. Sustainable Tourism 2

3.2.3. Mention ways in which physical environment can be spoiled or degraded as a result of tourism. 1 3

Match Column A with Column B

Column a	Column b
A. All the plants of the particular area.	1. Ecosystem
B. Travel to natural areas to learn about the way of life of people and natural history of the environment.	2. Robben Island
C. An area where living and non-living things interact.	3. Flora
D. World Heritage Site	4. Recycling
E. Re-using was materials to create new products rather than throwing them away.	5. Ecotourism

5

07/04/2018

M6

QUESTION 1 CONCEPTUAL UNDERSTANDING

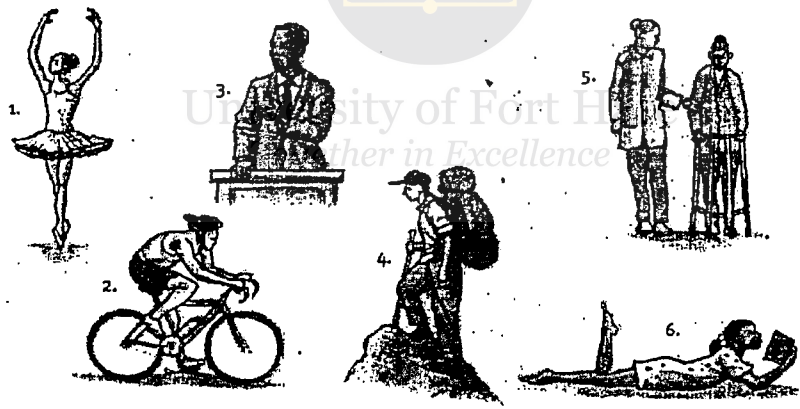
Define the following terms

- 1.1 Tourist
- 1.2 Outbound tourist
- 1.3 Inbound tourist
- 1.4 International tourist
- 1.5 Domestic tourist

(5) 5x1 = 5

Question 2 WHY DO PEOPLE TRAVEL

People travel for different reasons. Study the pictures below, analyse them and come out with a reason for travelling. Write down numbers 1 – 6 in your answer book and then supply the answer.



6x1 = 6

QUESTION 3 TYPES OF TOURISTS

M 7

Match the type of tourist in Column A with the matching activity in column B. Write down numbers 1 – 10 in your answer book and the letter of the correct answer. E.g 11. Z

1. V.F.R Tourist	A. Going to a health farm to recover from an illness
2. Business Tourist	B. Enjoying heritage day festivals
3. Religious Tourist	C. Attending a meeting in the company's Blisno regional office
4. Sports Tourist	D. Going with a group of birdwatchers to look at birds' breeding habits
5. Cultural Tourist	E. Learners going to observatory to learn more about the stars.
6. Ecotourist	F. Bungee jumping from the Storms River Bridge
7. Adventure Tourist	G. Someone who just wants to rest and relax
8. Health Tourist	H. Going to the Vatican to hear the Pope addressing Catholics
9. Educational Tourist	I. Going to London to watch tennis at Wimbledon
10. Leisure Tourist	J. Visiting your uncle in Cape Town for the June Holidays

(10) ✓ 1 = X 1 = 10

3.2 MICE refer to types of business tourists. Supply this in full.

(4)

QUESTION 4 CASE STUDY

case study

Five things to do at Golden Gate Highlands National Park

It doesn't take long for city tensions and worries to melt away as you drive through the vast open spaces of Golden Gate. As the sun sets, it's easy to see how the Park got its name. From the glowing shades of gold on the sandstone cliffs.

There's a lot to do in and around the Park. You can join Lesego Groenewald on one of his fossil tours. He'll show you dinosaur eggs and bones, and you will also learn about the geology of the area. You can go walking, hiking, biking, motor biking and wildlife viewing. You may be lucky enough to see rare bearded and Cape vultures as well as karoo ibis and other interesting animals.

You can also head into Clarens to potter through the craft shops and in season stock up on cherries from Ficksberg.

When tired of all the activity, you can head back to your log cabin for an afternoon siesta. Or you can sit on the wide balcony and gaze out into the endless distance.

There is also the two-day, 28-kilometre Ribbok walking trail. For this trail you have to be fit as on the second day you will climb to Generalskop. This is a climb of 100m, which takes over three hours.

(Adapted from the article 'Golden Gate Eerie' by Gillian Stable in *Country* April 2007 pages 50-51)

4.1 Write down the five reasons mentioned in the passage why a person may choose to travel to Golden Gate.

(5) ✓ 5x1=5

4.2 Which type of tourist would take part in each of the different activities? (5) 5x1=5

4.3 Do you think Golden Gate caters for all kinds of tourists? (1)

4.4 Which kind of tourist would find travelling to Golden Gate boring? (2)

4.5 Give a reason for your answer. (2)

Question 5 Analysis of a cartoon

Study the cartoon on Tourism as an Interrelated system.

You have been appointed as a tour guide for a company Thompson Tours. You are required to

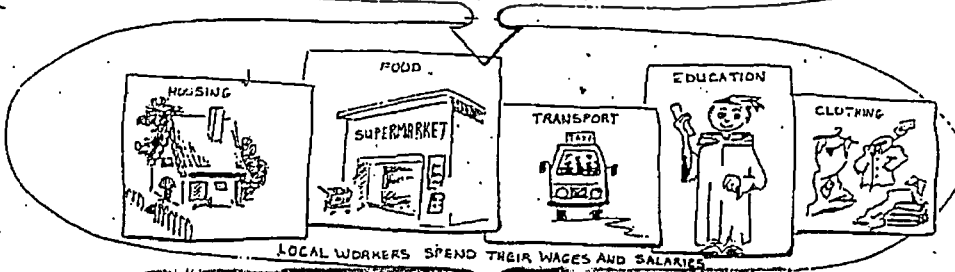
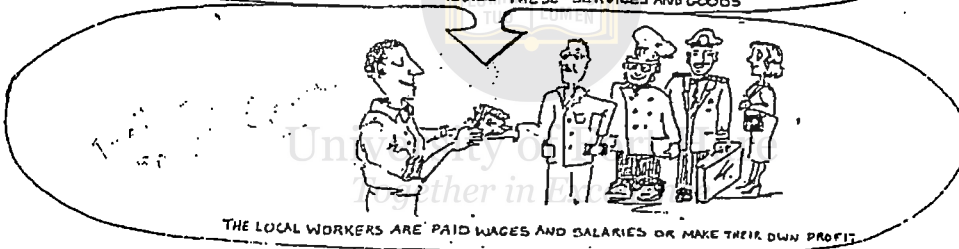
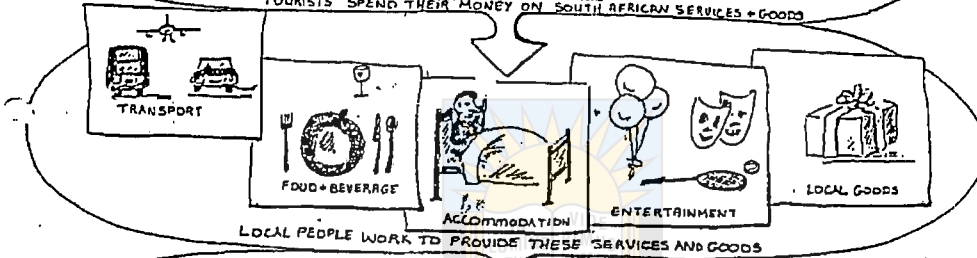
As a Tourism student show how Rinaldo, a sport tourist from England make all South Africans benefit. Make up your own story to demonstrate an understanding of the cartoon. (10) ✓

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TOTAL: 50

TOURISM AS AN INTEGRATED SYSTEM

TOURISM



M 10

MEMORANDUM GRADE 10 TEST 1

50 MARKS

29/04/2010

Question 1 Conceptual Understanding

1. a Tourist is a person who travels away from home or place of work for more than 24 hours and less than a year. (1)
2. Outbound tourist a tourist who moves away from the boundaries of his or her own country. (1)
3. Inbound tourist a tourist who moves into the boundaries of this country. (1)
4. International tourist is a tourist who comes from another country to visit this country. (1)
5. Domestic tourist is a tourist who travels or visit within the country. (1)

Question 2 Why do people travel

1. Cultural reasons
2. Participate in sport
3. political events / business
4. Participating in adventure activities
5. for health reasons
6. for leisure or relaxing



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6 x 1 (6)

Question 3 Types of Tourists

1. J
2. C
3. H
4. I
5. B
6. D
7. F
8. A
9. G
10. E

(10)

M 11

3.2 MICE : Meetings Incentive Conference Exhibition (4)

Question 4 CASE STUDY

4.1

-fossil tours - see dinosaur eggs and homes – learn about geology of the area – go walking,hiking ,biking,horse riding – wildlife viewing (5)

4.2 – Cultural ; Conservation; educational; adventure; ecotourist; (5)

4.3 No (1)

4.4 Business, health, Leisure, VFR (2)

4.5 No activities caters for them. (2)

Question 5 Tourism as an interrelated system (Cartoon interpretation)

5.1 These must be mentioned

- bringing foreign currency – transport – accommodation – meals entertainment – local goods

- wages and salaries for South Africans – spending – improvement in the standard of living – all people benefit (10)

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TOTAL : 50

M 12

TOURISM GRADE 10

JUNE 2010

2 1/2 HOURS

150 MARKS



INSTRUCTIONS
Answer all questions
Start each question on a new page.
Number exactly as numbered in the question paper
This paper consists of 14 pages.

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SECTION A SHORT QUESTIONS

QUESTION 1 MULTIPLE CHOICE

Four possible options are given as answers to the following questions. Choose the correct answer and write only the letter (A-D) next to the question number (1.1.1 – 1.1.10) in the answer book. For example 1.1.11 C

- 1.1.1 The 2010 FIFA world cup to be held in South Africa can be classified as what
A. Cultural attraction
B. Natural attraction
C. Man made attraction
D. Event
- 1.1.2 South Africa hosted the soccer event in 2009
A. FIFA Soccer World Cup
B. Confederations Cup
C. Africa Cup of Nations
D. Euro Cup
- 1.1.3 A person who leaves his / her own country and arrives in another country to visit that country
A. Outbound tourist
B. Domestic tourist
C. Inbound Tourist
D. Sport Tourist
- 1.1.4 The sector of tourism that deals with the movement of tourists from one place to another is
A. Travel
B. Transport
C. Railway
D. Driving
- 1.1.5 This type of tourist may not spend money on accommodation
A. Backpackers
B. Religious tourist
C. VFR tourist
D. Leisure tourist
- 1.1.6 Which one of the following describes five star accommodation grading system
A. Superior
B. Exceptional
C. Fair
D. Very good
- 1.1.7 Robben Island is a major tourist attraction in this province
A. North West
B. Western Cape
C. Limpopo
D. KwaZulu Natal

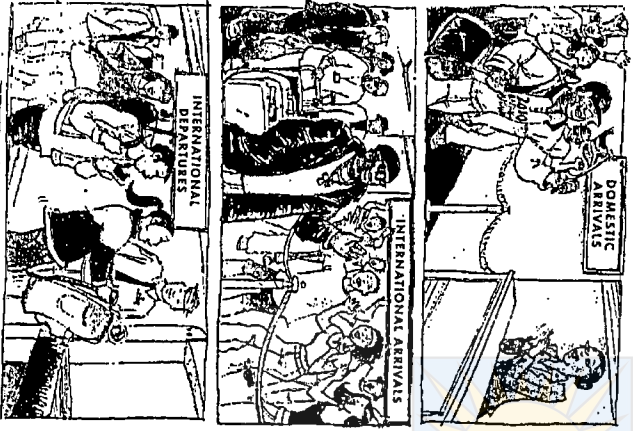
M 13

QUESTION 2 TOURISM AS AN INTERRELATED SYSTEM

2.1 Study the following Cartoon carefully (Cartoon A, B & C)

(a) Decide whether the tourist in each cartoon are inbound, outbound or domestic. (3)

(b) Give a reason for their travel, support your reason with what you identify in the cartoon. (3)



3



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2.2 Read the interview with Mr Zengelewa and then answer the questions that follow.



Q: Where did you spend your last holiday?
A: Margate, The Beach Lodge Hotel.

Q: Why did you go there?

A: I attended the wedding of a very good friend.

Q: How did you get there and move around?

A: I flew to Durban by SAA. There is a shuttle service that takes day trips to and from Margate daily. I used that shuttle from Durban to Margate.

Q: What else did you do while you are there?

A: I shopped a lot. I also spent a lot of the time seeing and photographing the beautiful buildings. I also went the Wild Coast Casino. The hotel organise regular outings to the Casino where guests enjoy entertaining shows and games.

Q: What is the first thing you do when you get there?

A: The famous Margate Beach. It is a stone throw away. Visit the famous restaurant there where a variety of a la carte (different dishes in the menu) is served. I like hidden away on the second floor of the apartment complex shopping area.

Q: What is your favourite city overseas?

A: It has to be Beijing, China. Despite the bad pollution, Beijing has charm, historical landmarks, good restaurants, great night spots and lots of shopping facilities.

Q: Where is your favourite place to stay when you are in Beijing?

A: At the Hyatt. It's the best hotel in Beijing. It's luxurious and is surrounded by nice restaurants that I love to go to because I like to try new and different foods.

Q: What is the best thing you have bought on holidays?

A: A beautiful sport bag from a sports shop in Durban.

Answer the following questions.

2.2.1 Under which categories of tourists does Mr Zengezwa fall? Mention 2. (4)

2.2.2 What sectors and sub-sectors of the tourism industry can you identify from Mr Zengezwa's interview? (15)

2.2.3 Supply SAA in full. (1)

2.3

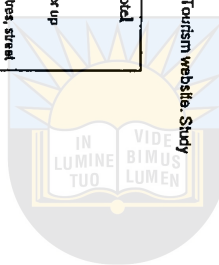
The following advertisement appeared on a South African Tourism website. Study the advertisement and answer the questions that follow.

When next in Pretoria, it has to be at ... Arcadia Hotel of course ...

138 bedrooms, air conditioned with en suite bath, television, telephone and coffee/tea service from 7am. Terms includes full English breakfast. A la Carte restaurant and a bar. Coffee shop and open terrace. Courtesy transport within city.

"The caring touch of Hospitality In the Capital City"

PO Box 26104, Arcadia, 0007
Tel +27 (0) 12 326 9311
Fax + 27 (0) 12 326 1067
Email: info@arcadiahotel.co.za



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APPLICANT 1	APPLICANT B
Enjoys working with computers in a quiet environment.	Enjoys interacting with people.
Speaks four South African languages	Speaks two South African languages and able to speak French
Has formal qualification in tourism	Grew up in the area and knows interesting facts about the area
Prefers to work from 08:00 to 17:00	Willing to work flexible hours

2.4 JOBS IN THE TOURISM INDUSTRY

The following applications were received in response to an advertisement requiring the services of a tourist guide on the Cape Town Explorer. Analyse the qualities of each applicant to determine the most suitable applicant for the position.

(b) VFR

(c) Eco - tourist

2.3.2 Find (a) word(s) from the advertisement that best matches the following descriptions:

(a) A person who attends a conference

(b) The cost of a hotel room

(c) A menu which has a variety of dishes which you can choose from.

(a) Write down your choice of the most suitable applicant. (2)

(b) Give (in your own words) reasons explaining why qualities of the other applicant were less suitable for the position. (3)

(c) As a Cape Town Explorer, Name two well-known attractions you will see in Cape Town. (2)

2.3.1 Choose one type of a tourist this hotel will appeal to and from the text, give THREE reasons to support your answer.

(a) Leisure tourist

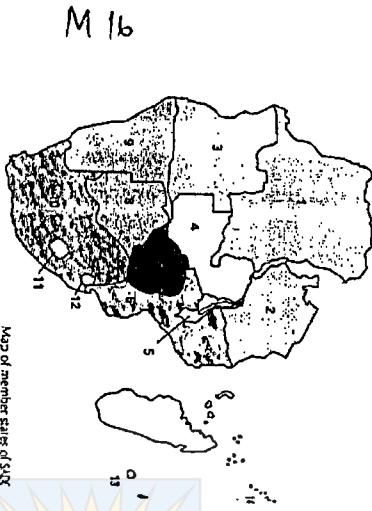
7

8

(4x)

QUESTION 4 TOURISM GEOGRAPHY ATTRACTIONS AND TRAVEL TRENDS

4.1 Study the map of the SADC region and then answer the questions that follow



Map of member state of SADC

4.1.1 Supply SADC in full. (2)

4.1.2 Name the countries marked 1,2,3,4 & 5 (5)

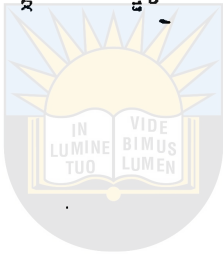
4.1.3 Name the coastal countries marked 6, 9 & 10 (3)

4.1.4 The landlocked countries marked 7,8, 11 & 12 (4)

4.1.5 The island marked 13 (1)

4.2 South Africa will be hosting the 2010 FIFA World Cup. Briefly discuss the benefits that will be experienced through hosting this event. (5)

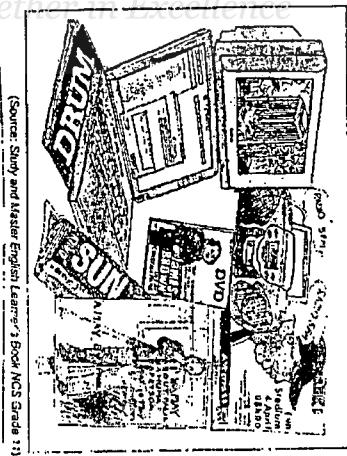
3



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QUESTION 5 CUSTOMER CARE AND COMMUNICATION

5.1 Study the following picture and then answer the questions that follow:



(Source: Study and Master English Learner's Book NCS Grade 12)

5.1.1 Identify any three forms of technology used in tourism. (3)

5.1.2 Name the fastest technology commonly used in the tourism industry to write letters to clients. (2)

5.1.3 State ONE disadvantage of this fastest technology mentioned in 5.1.2. (2)

1204

11

12

MARCH 2010

**TOURISM
GRAND 10**

ANSWER ALL QUESTIONS

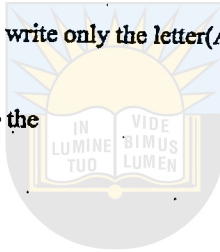
SECTION A SHORT QUESTIONS.

1.1. Various possible options are provided as answers to the following questions.

Choose the correct answer and write only the letter(A-D) next to the question number(1.1.1-1.1.10)

1.1.1. Conservation belongs to the

- (A) Travel sector
- (B) Hospitality sector
- (C) Attraction sector
- (D) Accommodation sector



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1.1.2. Human made attraction comprise of?

- (A) Natural world
- (B) Islands
- (C) Events
- (D) Flora

1.1.3. A museum is an example of a

- (A) Cultural attraction
- (B) Industrial Attraction
- (C) Recreation
- (D) Sightseeing

1.1.4 The professional body of travel agents is

- (A) WTO
- (B) ASATA
- (C) LTO
- (D) PTO

(12)
10
2
20

QUESTION 2

2.1 Business travel can be for different reasons,unpack the acronym, MICE showing these reasons for business travel. (8)

2.2 Take into account all types of tourists you have studied,categorise the types of tourists below:

2.2.1 Thembi regularly travels by bus to visit her elderly mother in Hoedspruit.

2.2.2 Peter loves taking holidays in the Western Cape where he scuba-dives and does cage-diving.

2.2.3 Sandra visits a health spa once a year to "recharge his batteries".

2.2.4 Mr Maseko is the salesman of the year.He has won a holiday on a cruise ship.

2.2.5 Imrhan plans a pilgrimage to Mecca.

2.2.6 President Thabo Mbeki visits the United Nation's Security Council.

2.2.7 Sally is the student from Australia.She comes to South Africa to visit Orania to study the way the people live there.

2.2.8 The high school's first rugby team goes on a rugby tour of some high school's in a neighbouring province.

2.2.9 Mr Blythe is retired.It has always been his dream to tour the Battlefields Rout in Kwazulu-Natal.

2.2.10 Mrs Tshabalala takes a flight to Bangkok to buy clothers and hi-tech gifts for her family for Christmas. [10 marks]

2.3.EXPLAIN THE FOLLOWING AND SUPPLY EXAMPLES

2.3.1 Inbound tourism

2.3.2 Outbound tourism

2.3.3 Domestic tourisms

[6 marks]

2.4 With examples give at least 3 sectors of Tourism.

APPENDIX N

Grade no.	Tourism Question	
		<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 61 150 </div>
		APPENDIX N 1 22 May 2000
(1)		
111	D //	
112	B //	
113	A ✓	
114	A //	
115	A ✓	(10)
116	D ✓	
117	B //	
118	C //	
119	C ✓	
120	C ✓	
(2)	(a) Excursionist	
	b. International tourist	
	c. Domestic tourist X	02
	d. Out bound tourist ✓	
(e)	Out bound tourist X	
(3)		
131	Health tourists ✓	
132	Leisure tourist ✓	
133	Educational tourist ✓	(04)
134	Religious tourist ✓	
135	Adventure tourist ✓	
(4)		
141	Klein Karoo ✓	
142	Kruger to Gonyok	
143	Table Mountain ✓	

- 146. North West x
- 146. H. Mixed x
- 147. Northern Cape x
- 148. Gauteng x
- 149. Kogelburg x
- 140. Mixed x

DD

Question 2

(21)

- a) Domestic Tourist: They are South Africans. They are going to watch the game.
- b) Outbound Inbound Tourist: They are arriving in South Africa.
- c) Outbound tourist: They are going out, they are international departures.

7

40 (22)

- a.1. VFR and Leisure
- a.2. Travel sector, Transport sector, Travel Agent, and Tour operator
- a.3. SAA: South African Airways

15

- (23) i) Leisure tourist: Leisure can afford to pay a hotel.
 - ii. Air Conditioned
 - iii. Entertainment
 - iv. Gym facilities

a.2. C

- (24) Applicant:
 - i) Speaks to South African languages and able to speak French.
 - ii) Table Mountain and Robben Island.

Question 3

- 3110 T
- 3111 9
- 3112 9
- 3113 9

312. North West. ✓

313. Ukhahlamba Drakensburg Mountain. ✓

314. Table Mountain. X

315. Z = Namibia ✓

X = Mozambique //

X = Lesotho X

10
30

321. Most: Kruger National Park ✓

Least: William Pretorius Game Reserve.

322. 1997 //

323. 1998 //

324. Winter ✓

Question 4

411. SADC = South African Development Community. ✓

412. DRC ✓

413. Zambia ✓

414. Nigeria X

415. Zimbabwe ✓

416. Malawi ✓

08
20

417. Mozambique (6) ✓

418. Namibia (9) ✓

419. South Africa (9) ✓

420. X

- 414. a) Algeria (72) ✓
- b) Tanzania (8) ✓
- c) Lesotho (10) ✓
- d) Swaziland (12) ✓
- 416. Madagascar (12) ✓

420. Computer, Car, Television (73)

422

Questions

511. Computer, Car, Television

512. Computer ✓

512. It is expensive ✓

521. Electronic Mail Page

522. It is fast ✓

It helps you to open an account.

523. Money in the banks ✓

52

531. A B C

532. A ✓

533. E ✓

534. C ✓

535. D ✓

31/5/2010

$\frac{53}{150}$

35% N5

27/05/2010

Grade 10

Tourism

Question 1

1.1.1 D //

1.1.2 B //

1.1.3 A ✓

1.1.4 B ✗

1.1.5 A ✓

1.1.6 A //

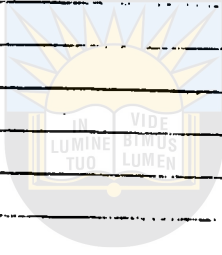
1.1.7 B //

1.1.8 C //

1.1.9 C ✓

1.1.10 B ✗

(10)



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1.2.

a. Excursionist ✓

b. Inbound International tourist

c. Outbound domestic tourist (03)

d. Regional tourist

e. Outbound International tourist

1.3. Health tourist ✓

1.3.2 Business tourist ✓

1.3.3 Educational tourist ✓

1.3.4 Religion tourist ✓

1.3.5 Adventure tourist ✓

(04)

- 1.4.1. ~~Co~~ Y.
- 1.4.2 Culture Y
- 1.4.3 . Y
- 1.4.4 Mixed ✓
- 1.4.5 Bloemfontein X
- 1.4.6 Mixed X
- 1.4.7 Pretoria X
- 1.4.8 Dotswana X
- 1.4.9 " X
- 1.4.10 Culture ✓

(02)

Question 2

- A. Domestic - Y ✓
- Inbound ✓
- Out bound ✓

(03)

- B. They are travelling for event to support Bafana-Bafana.
- Travelling for business ✓
- They are travelling for Backpackers ✓

(03)

2.4

- 2.4.1. UFR X
- Shopping Tourist ✓

- 2.4.2. Travel Organiser X
- Travel Agent Y

N7

Masters Assistance ✓
Cashiers 9
dishes assistance 9

2.2.3. South Africa Airways ✓

2.3. VFR. ✓ because they are many they can fit in
all of them. and entertainment & co's are friendly.

2.3.2 a

b 139 bedrooms

c English breakfast

2.4. ~~Enjoys working with Computers in a~~

a. Enjoys interacting with people

b. Table Mountain
Robben Island

2.4. a

b. Enjoys interacting with people ✓

c. Table Mountain ✓

Robben Island ✓

06

Question 3.

3.1.1.

A

3.1.2 North West ✓

3.1.3

3.1.4 Table Mountain ✓

3.1.5 W - Petymonerburg ✓

J - Mozambique ✓

Z - Western Cape Namibia ✓

3.2 a Eastern Cape Game Reserve ✓

b Mpumalanga Game Reserve ✓

c Kalahari Gemsbok Park ✓

d Willem Pretorius Game Reserve ✓

3.2.2 1997 ✓

3.2.3 Summer and Winter ✓

3.2.4 Summer. Every one is going to the holidays. Some will want to go to Reserve.

09 March 2010

Grade (10)

Tourism Test Conceptual Understanding
Question 1

^{100%}
^{100%}
Tourist: Is someone who goes away from home for more than 24 hrs but less than a year.

34
50

2. Outbound: Is someone who goes out his/her country (eg) Mr Jola is going to Zimbabwe is an outbound.

3. Inbound: Is someone who is coming from another country.

4. International tourist: Is the one who goes to other countries in the overseas (eg) is coming to watch the fifa world cup games he/she is the international.

5. Domestic: Is someone who remains in his/her country.

(5)

Question 2

- 1) Adventure ✓
- 2) Sport ✓
- 3) Religious ✓
- 4) Ecotourist ✓
- 5) Physical-handicapped ✓
- 6) Education ✓

(04)

Question 3

- 1) V.F.R = J ✓
- 2) Business = C ✓
- 3) D.I. = H ✓

- 4) Sports = J ✓
 - 5) Cultural = B ✓
 - 6) Ecotourists = D ✓
 - 7) Adventure = F ✓
 - 8) Health = A ✓
 - 9) Educational = E ✓
 - 10) Leisure = G ✓
- 32 MICE : Meeting Incentives

10
Good!

Questions
MICE : Meeting Incentive Conferences Exhibition (4)

Question 4

- 1.1 It doesn't take long for city intension's and worries.
- 1.2 There is a lot to do in and around the Park.
 - 1.3 you can go hiking, biking, horse riding, walking and wild life.
- 1.4 Leisure tourist. ✓
- 1.5 Golden gates is not cater for all kind of tourists. ✗
- 1.6 Business tourist ✓ (06)
- 1.7 Business tourist is going to attend the meeting.
eg he is gone at 10 AM the meeting start at 12:00 he/she will be late. ✓

N12

Question 5

Rinaldo

Rinaldo is coming to south Africa for the fifa world cup. Rinaldo foreign currency is Euro.

Rinaldo is going stay in a hotel his money will change to rands. he will you use the transport Bus or Taxis.

he will needs Local goods like food and Beverages. like drinks food to eat in a hotel he'll be glad to eat South Africa

How does the community benefit? (5)

15/2/2010

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MARCH EXAMS 2010TOURISM GRADE 10MARKS 100

		MARCH	JUNE
1. BLOM	YOLISA	13	20
2. BOMA	NONTOMBI	54	33 ✓
3. DLUBE	SIMBULELE	60	32 ✓
4. DYANTHISI	PHINDILE	20	
5. GANTSO	ZOLANI	26	07
6. GEORGE	NOSIMPIWE	33	30 ✓
7. GUGWINI	ABONGILE	24	11
8. JAM-JAM	THULANI	34	27
9. JAMES	CEBO	40	
10. JEKEGA	ATHENKOSI	35	32 ✓
11. KLAAS	THOBELANI	13	19
12. LANGA	AYIWE	49	31 ✓
13. HEM	LOPWABO	56	
14. MABEQA	ANATHI	55	41 ✓
15. MABLITHO	NKOSIKHONA	27	22
16. MBANE	IYIWE	36	29
17. MEMA	ZINGISA	34	28
18. MENISI	ASADUMODWA	39	15
19. MLIMBI	SIXOLILE	33	35 ✓
20. MRAMBA	LWANDO	52	27
21. NANTO	LELETHU	22	
22. NDONGENI	SINOXOLO	47	39 ✓
23. NINGI	MZUVUKILE	12	27
24. N... ..	C ...		

04

26. PHETHENI	NANDIPHA	36	32 ✓
27. PUWANI	CHUMA	47	49 ✓
28. SALAZE	SIVE	06	13
29. SIWISA	SOLOMZI	48	18
30. SONBAYI	APHELELE	39	47 ✓
31. SOXUJWA	NOMAPHILO	24	19
32. TINI	MAXHANTI	26	26
33. TOM	SINGATHWA	08	15
34. YALI-YALI	BLISISIWE	34	26

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