

Assessment checklists for informal assessment

Descriptions of competence and rating codes for promotional purposes

National descriptions of competence and rating codes		
Achievement level	Achievement description	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

Module 1: Assessment tools

Chapter 2 Unit 3 Activity 2 Political unrest

Learner's Book, page 27

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
were able to describe the nature of a disaster			

Chapter 2 Unit 3 Activity 4 The effect of swine flu

Learner's Book, page 31

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
was able to convey the message clearly that the disease may prevent people from travelling			

Module 2: Assessment tools

Chapter1 Unit 2 Activity 2 A route plan for tourists

Learner's Book page 44

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do.			
planned the route logically			
included all the destinations in their tour plan			
adjusted their answers after discussing them with the rest of the class			

Chapter 2 Unit 2 Activity 2 A map of KwaZulu-Natal

Learner's Book, page 55

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do.			
listed five attractions in each area			
the attractions were visited in logical order			
leisure activities were included			
factors affecting the planning of a tour itinerary were included			

Chapter 2 Unit 3 Activity 3 An itinerary for a group of tourists

Learner's Book, page 58

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
included appropriate information			
indicated the cost of the tour			
indicated the day/date			
used the template			
included all the activities			
indicated transport to be used			
supplied additional information			

Chapter 4 Unit 2 Activity 2 Health precautions

Learner's Book, page 70

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do.			
identified the correct illnesses			
Gave health precautions to be taken before departure			
stated whether the vaccinations are compulsory or recommended			
explained why the precautions should be taken			

Chapter 5 Unit 2 Activity 2 A safety brochure

Learner's Book, page 79

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
listed 20 points in the brochure			
paid attention to all the aspects required			
made a neat and well-presented brochure			

Chapter 6 Unit 2 Activity 2 An application for an IDP

Learner's Book, page 86

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
filled in the relevant details			
Filled in the form neatly and in black ink			

Module 3: Assessment tools

Chapter1 Unit 1 Activity 1 A local attraction

Learner's Book, page 117

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
Identified a suitable attraction			
provided reasons why the attraction has the potential to become an icon			

Chapter 1 Unit 3 Activity 3 Information on the icons

Learner's Book, page 140

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
could do the research required for this activity			
could provide tips for visitors visiting the icon			
could present their report to the class in an organised manner			

Chapter 1 Unit 4 Activity 4 The icons of this unit

Learner's Book, page 152

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
could do the research required for this activity and show evidence thereof			
could write a report with good sentence structure, spelling and grammar			

Chapter 1 Unit 5 Activity 5 The icons of this unit

Learner's Book, page 165

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
could do the research required for this activity and show evidence thereof			
could present five reasons in support of bullfighting			
could present five reasons against bullfighting			

Module 4: Assessment tools

Chapter 2 Unit 3 Activity 3 Currency fluctuations

Learner's Book, page 194

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
worked together to determine the answers			
Able to identify increased currencies			
Able to predict the effect of increased currencies on outbound tourists			

Module 6: Assessment tools

Chapter 1 Unit 1 Activity 1 A conversion graph

Learner's Book, page 211

Criterion	Yes	Partly	No
The learner			
could interpret the graph and explain it to a partner			

Chapter 1 Unit 2 Activity 2 Marketing South Africa to the world

Learner's Book, page 216

Criteria	Yes	Partly	No
The learner(s):			
were able to explain concepts clearly			
were able to use the concept of co-operative marketing, do research and find an example			

Chapter 1 Unit 3 Activity 3 Travel shows as international marketing

Learner's Book, page 218

Criteria	Yes	Partly	No
The learner(s):			
could explain the purpose of a travel show			
could articulate what "good value" means when choosing a travel show to attend or exhibit at			
could research and identify another show and indicate why it is appropriate for South African companies based on the country market as well as its focus (niche or mainstream)			

Chapter 1 Unit 5 Activity 4 TOMSA trade shows and marketing

Learner's Book, page 223

Criteria	Yes	Partly	No
The learner(s):			
can explain concepts like brand in their own words			
demonstrate that they understand levy schemes like TOMSA			
could explain the role and importance of online marketing			

Module 7: Assessment tools

Chapter 1 Unit 2 Activity 1 Environmental, economic and social impacts of tourism businesses

Learner's Book, page 231

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
showed constructive team work			
indicated their understanding of the financial and other benefits of responsible business practices and could give concrete examples of action.			
discussed matters and debated concepts before they answered the questions			

Chapter 2 Unit 2 Activity 1 Environmentally conscious tourism

Learner's Book, page 235

Criteria	Yes	Partly	No
The learner(s):			
could reword and reformulate points made in the learner book			
organise themselves within their groups to work together			
identify pertinent local area information			

Chapter 2 Unit 2 Activity 2 The Fair Trade in Tourism principles

Learner's Book, page 236

Criteria	Yes	Partly	No
The learner(s):			
understood the concepts and their multiple applications			
could discuss what the principles mean in the context of FTTSA and what they involve			

Chapter 2 Unit 3 Activity 3 Responsible tourism in practice

Learner's Book, page 238

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
could compare the different businesses			
identify the different social, environmental and economic practices from the case studies			
come up with good reasons for the different approaches to responsible tourism based on business characteristics			

Module 8: Assessment tools

Chapter 1 Unit 1 Activity 1 World Heritage sites

Learner's Book, page 245

Criteria	Yes	Partly	No
The learner(s):			
could explain what advantages World Heritage Sites have			
demonstrated research abilities and the ability to sum up key points			
could describe a site on the slave route in their own words and in a couple of paragraphs			

Chapter 1 Unit 2 Activity 2 Cultural identity

Learner's Book, page 248

Criteria	Yes	Partly	No
The learner(s):			
could explain the concept of cultural landscape			
could motivate by providing their own reasons			
could identify and list sites correctly			

Chapter 2 Unit 1 Activity 1 World Heritage Sites in South Africa

Learner's Book, page 253

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
constructed and populated the table correctly			
were able to work together as a group to research and write an essay			

Chapter 2 Unit 2 Activity 2 A letter on a World Heritage Site

Learner's Book, page 255

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
wrote a clear and succinct letter			

Module 9: Assessment tools

Chapter 1 Unit 2 Activity 2 Customer surveys

Learner's Book, page 260

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
worded the questions for the assessment of customer service appropriately			
provided questions that are specific and easy to understand and answer			

Chapter 1 Unit 2 Activity 3 Feedback methods at a theme park

Learner's Book, page 263

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do			
selected an appropriate feedback method for the evaluation			
were able to justify and explain their choice of feedback method			
chose a feedback method that is easy to use			

Module 10: Assessment tools

Chapter 1 Unit 2 Activity 2 Body language

Learner's Book, page 277

Criteria	Yes	Partly	No
The learner(s):			
followed the instructions and understood what to do.			
worked together to role-play scenes			
acted out scenes to demonstrate actions that create a non-professional image			
understood that communication affects professional image			

Chapter 3 Unit 1 Activity 1 Codes of conduct

Learner's Book, page 286

Criteria	Yes	Partly	No
The learner(s):			
could distinguish between employee and customer codes of conduct			
could identify focus areas in the different codes by interpreting the information given to them			
could highlight possible gaps by comparing each of the organisations' codes with what they had learnt previously			
demonstrated their understanding in terms of case study application			
demonstrated their confidence in suggesting and motivating answers based on their understanding of the concepts			