GRADE 10 & 11 TRAVEL AND TOURISM SYLLABUS

Ministry of Education and Training.

Mohloli oa Thuto.

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INTRODUCTION

The **Grade 10** Travel and Tourism syllabus encourages learners to appreciate the scale and importance of the travel and tourism industry in Lesotho and the SADC region thus recognise the positive and negative impacts the industry may have on human beings, environments and economies.

Learners discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

RATIONALE

The Travel and Tourism syllabus has been introduced as a response to the curriculum aim of Lesotho education meant to equip learners with advance entrepreneurial, vocational and technological skills for the world of work and further studies **(C & A Policy 2009: 13)**.

By studying this Travel and Tourism syllabus learners will learn how to undertake Travel and Tourism functions, such as, the management of cultural and natural resources, how to coordinate Travel and Tourism activities effectively, how to manage events and develop entrepreneurial skills to start their own businesses. It will also open doors for a variety of courses, including, vocational and technical training to different careers in areas such as, Hospitality, Event management, the Airline and cruise industries, and many more.

The study of Travel and Tourism as a subject in the curriculum of Lesotho Secondary Schools will enable learners to know their country and acquire skills to market Lesotho as a tourist destination. It will also give learners opportunity to explore the world and encourage them to visit local and international destinations.

SYLLABUS AIMS

The aim of the Travel and Tourism syllabus is to provide learners with:
- understanding of the Travel and Tourism industry.
- theoretical knowledge of the industry and related sectors, including knowledge of Travel and Tourism products and services, the infrastructure on which they depend and the transport system needed to operate them.

- practical ability in a range of skills and procedures related to working in the Travel and Tourism industry, including knowledge of the essential personal and professional skills required by individuals working in the service sector.
- critical awareness of physical, social and economic environments in which Travel and Tourism takes place, including understanding of the global, regional and local perspectives of Travel and Tourism.
- instil passion and the entrepreneurship culture and skills to market Lesotho as a tourist destination and to develop pride in their national identity.

ASSESSMENT AT GLANCE

Learners must take:	
Paper 1	**2 hours**
Understanding Travel and Tourism. **Short Answer questions.** This question paper comprises of four scenario-based questions which require candidates to provide short answers. The scenarios are set in the national and international travel and tourism environment.	
(60% of the total marks)	**100 Marks**

And either	Or
Paper 2 2^1_2 **hours** **Alternative to Coursework**	**Paper 3** **Coursework Investigation (centre-based)**
This question paper comprises scenario-based questions, which require candidates to provide short answers. It is based primarily on the contents of Unit 5. Learners should have a broad understanding of the principles of marketing and promotion, and of the ways in which marketing and promotion are used within the travel and tourism industry.	This is an investigation which is directed towards the contents of unit 6, and should allow candidates to apply their knowledge and skills of this area of the travel and tourism industry. It requires a basic understanding of the principles of the marketing and promotion of visitor services. It explores the ways in which the services that are available to visitors and tourism providers, through tourist boards and tourist information centres, can be promoted and developed for international travel and tourism. The learner's report should be no more than 3000 words, in addition to relevant annotation and illustrative material. Candidates will be expected to:

	- demonstrate the ability to collect both primary and secondary evidence; - analyse, investigate and draw conclusions from this; and - present their findings in a structured report.
(40% of total marks) **100** **Marks**	**(40% of total marks)** **60 marks**

ASSESSMENT OBJECTIVES

AO1: Knowledge with understanding

Candidates should be able to:

A. Recall, select and present relevant factual information.
B. Demonstrate and apply knowledge with understanding of the correct use of the following in the travel and tourism industry:
    i. Commonplace terms, definition and facts, and
    ii. Major concepts, models, patterns, principles and theories.

AO2: Investigation and analysis of evidence

Candidates should be able to:

A. Collect evidence from both primary and secondary sources, under guidance or independently, and be aware of the limitations of the various collection methods.
B. Record, classify and organise relevant evidence from an investigation in a clear and coherent form.
C. Present the evidence in an appropriate form and effective manner, using wide range of appropriate skills and techniques, including verbal, numerical, diagrammatic, cartographic, pictorial and graphical methods.
D. Apply knowledge and understanding to select relevant data, recognise patterns and analyse evidence.

AO3: Interpretation and evaluation

Candidates should be able to:

A. Communicate their ideas and opinions in an accurate, concise and logical manner.
B. Present reasoned explanations for phenomena, patterns and relationships.
C. Understand the implications of, and draw inferences from, data and evidence.
D. Discuss and evaluate choices, and make reasoned decisions, recommendations and judgements.
E. Draw valid conclusions by a reasoned consideration of evidence.

RELATIONSHIP BETWEEN ASSESSMENT OBJECTIVES AND COMPONENTS

Assessment objective	Paper 1 core paper %	Paper 2 Alternative to Coursework %	Paper 3 Coursework %	Approx. % Total qualification
AO1: Knowledge with understanding.	40	40	40	**40**
AO2: Investigation and analysis of evidence.	35	35	35	**35**
AO3: Interpretation and evaluation.	25	25	25	**25**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been displayed by learners awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives.

Grade A
To achieve a Grade A, a learner should be able to:

- recall, select and present relevant factual information and communicate ideas and opinions in an effective, accurate, concise and logical manner.
- demonstrate consistently accurate use of travel and tourism industry terminology, including commonly used definitions, concepts, models and patterns.
- use knowledge and understanding to select relevant examples, recognise patterns and trends, and to analyse evidence.
- present thoroughly reasoned explanations for phenomena, patterns and relationships.
- understand the implications and draw valid inferences from data and source materials.
- discuss and evaluate choices, and make reasoned decisions, recommendations and judgements.
- draw valid conclusions by a reasoned consideration of evidence.

Grade C
To achieve a Grade C, a learner should be able to:

- recall, select and present relevant factual information and communicate ideas and opinions in a mostly accurate and logical manner.
- demonstrate sound use of travel and tourism industry terminology, including commonly used definitions, concepts, models and patterns, although with some omissions.
- use knowledge and understanding to select some relevant examples, to recognise some patterns and to attempt analysis of some evidence.
- present valid explanations for phenomena, patterns and relationships.
- understand some implications and draw some valid inferences from data and source materials.
- discuss and evaluate some choices, and attempt reasoned decisions, recommendations and judgements.

- draw sound conclusions by a consideration of some of the evidence.

Grade F

To achieve a Grade F, a learner should be able to:

- recall, select and present some factual information and communicate ideas and opinions with some accuracy and structure.
- demonstrate some use of travel and tourism industry terminology, including commonly used definitions, concepts, models and patterns, although with significant omissions.
- use knowledge and understanding to select some examples, to recognise some patterns and to attempt limited analysis of evidence.
- present limited explanations for phenomena, patterns and relationships.
- understand some implications and draw some inferences from data and source materials.
- discuss or evaluate a limited number of choices, and attempt decisions, recommendations and judgements which may not always be fully appropriate.
- draw limited conclusions by a superficial consideration of some of the evidence.

SYLLABUS CONTENT

The syllabus content is divided into six study units. These are used to explore the background to the Travel and Tourism industry. Learners are encouraged to know more about their country and Southern African Development Community (SADC), including international destinations.

GRADE 10 TRAVEL AND TOURISM SYLLABUS
OVERVIEW.

Learning Outcomes: at the end of Grade 10 , learners should be able to:

INTRODUCTION TO THE TRAVEL AND TOURISM INDUSTRY.
1. show an understanding of the structure of the international travel and tourism industry.
2. investigate the economic, environmental and socio-cultural impacts of travel and tourism.
3. show an understanding of the role played by the National Governments and National Government Organisations (NGOs) in forming tourism policy and promoting the tourist industry.
4. interpret and justify the patterns of demand and their importance for domestic and international travel and tourism.

FEATURES OF WORLDWIDE DESTINATIONS.
5. demonstrate knowledge of the main global features.
6. demonstrate awareness of different time zones and climate.
7. investigate travel and tourism destinations locally, regionally and internationally.
8. describe features attracting tourists to a particular destination.

CUSTOMER CARE AND WORKING PROCEDURES.
9. demonstrate the essential personal skills required when working in the travel and tourism Industry.
10. demonstrate an understanding of customer service in travel and tourism.
11. apply standard procedures for dealing with customers in the travel and tourism.
12. investigate and use appropriate information sources to meet customer's requirements in the travel and tourism.

TRAVEL AND TOURISM PRODUCTS AND SERVICES.
13. develop an understanding of different travel and tourism products and services.
14. investigate roles of tour operators and travel agents in the chain of distribution.

15. show basic understanding of support services for Travel and Tourism.
16. understand provision of accommodation services in Travel and Tourism.
17. understand provision of transport services in Travel and Tourism.

MARKETING AND PROMOTION.
18. demonstrate an understand of the role and function of marketing and promotion.
19. demonstrate an understanding of market segmentation and targeting
20. Create market segments and targets.
21. demonstrate an understanding of 'Product' as part of the marketing mix.
22. show an understanding of 'Price' as part of the marketing mix.
23. show an understanding of 'Place' as part of the marketing mix.
24. show an understanding of 'Promotion' as part of the marketing mix.

COURSE WORK: DEVELOPING A MARKETING CONCEPT FOR TRAVEL AND TOURISM.
25. prepare a market research activity.
develop a marketing mix in travel and tourism.

GRADE 10 TRAVEL AND TOURISM
ACTIVITY PLAN.

UNIT 1: INTRODUCTION TO THE TRAVEL AND TOURISM INDUSTRY.

Learning outcome: at the end of grade 10, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested Resources.
1. show an understanding of the structure of the international travel and tourism industry.	**Concepts** The International Travel and Tourism Industry. **Structure of the international Travel and Tourism Industry:** transport; distributors; public sector organisations; other industry players; and regulatory bodies. **Skills** Identification. Investigation. Problem solving. Judgement. Decision making.	• Teacher explain the international Travel and Tourism Industry. • Teacher and learners discuss the structure of the international Travel and Tourism Industry.		Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	Creativity. Critical thinking. **Values and attitudes.** Awareness. Cooperation. Patriotism. Responsibility. Environmental. Consciousness.			

2. investigate the economic, environmental and socio-cultural impacts of travel and tourism.	**Concepts**
	Economic impacts of Tourism:
	• tourism's contribution to the balance of payments and employment.
	
	• **Tourism multipliers:**
	  ○ types.
	  ○ calculations.
	  ○ application to problems.
	  ○ links with economic development.
	  ○ impact on local economy.
	
	• **Negatives impacts of tourism:**
		• Teacher and learners assess and evaluate tourism's contribution to the balance of payments and employment in relation to: tourism multipliers, tourism types, calculations, application to problems, links with economic development, impact on local economy, negatives impacts of tourism, inflation, leakage, opportunity costs, and over-dependence
		• Teacher and learners assess and evaluate environmental impacts of Tourism on the natural environment, investment, conservation, regeneration, visitor
			assess and evaluate the economic impacts of tourism to the balance of payments and employment.
			
			assess and evaluate the environmental impacts f Tourism.
			
			assess and evaluate the socio-cultural impacts of Tourism.
				Resource Persons.
				
				Prescribed Textbooks.
				
				Newspaper scripts.
				
				Journals.
				
				Internet.

	- inflation - leakage - opportunity costs - over-dependence. **Environmental impacts of Tourism:** - importance of the natural environment - positive effects: - investment; - conservation; - regeneration; and - visitor management. **Negative effects:** - air quality; - vegetation; - wildlife; - water quality; and - other pollution issues such as congestion/overcrowding. **Socio-cultural impacts:**	management, air quality, vegetation, wildlife, water quality, and other pollution issues such as congestion/overcrowding. • Teacher and learners analyse and evaluate socio-cultural impacts of Tourism in relation to demonstration effect and nature of tourist/host encounter, employment structures, morals, culture, health, traditions, and national identity.		

	o the demonstration effect and nature of tourist/host encounter. **Positive and negative impacts:** o employment structures; o morals; o culture; o health; o traditions; and o national identity. **Skills** Identification. Investigation. Decision making. Creativity. **Values and attitudes** Awareness. Cooperation. Responsibility. Patriotism. Environmental consciousness.			
3. show an understanding	**Concepts.**	• Teacher and learners describe	describe of the Ministry of	Resource

of the role played by the National Governments and National Government Organisations (NGOs) in forming tourism policy and promoting the tourist industry.	**Roles played by NGOs in:** • developing tourism policies. • marketing and promoting the tourist industry. • providing of travel and tourist information centres within the Lesotho, regionally and internationally. • product development. **Skills.** Identification. Investigation. Decision making. Creativity. **Values and attitudes.** Awareness. Cooperation. Responsibility. Patriotism.	the roles that the Ministry of Tourism, Environment and Culture (MTEC) in developing tourism policies, marketing and promoting the tourist industry, provision of Travel and Tourist information centres within the Lesotho, regionally and internationally, and Product development. • Teacher and learners take a study tour to learn about the functions and roles of the MTEC. • Teacher and learners discuss the roles of the Lesotho Tourist Development Cooperation (LDTC) in developing tourism policies, marketing and promoting the tourist industry in Lesotho, provision of Travel and Tourist information centres within the Lesotho, regionally and internationally, and Product development. • Teacher and learners take a study tour to learn about the functions and roles of the	Tourism Environment and Culture (MTEC) in developing the Tourist Industry in Lesotho. describe the roles and functions of the LTDC in promoting Travel and Tourism locally. carry out a field trip on the roles and functions of the LTDC effectively. describe the roles and functions of RETOSA in promoting Travel and Tourism regionally. discuss the roles of the NGO's such as the United Nation World Tourism Organisation (UNWTO) and World Travel and Tourism Council (WTTC) in developing Travel and Tourism internationally.	Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

		LDTC.		
		• Teacher and learners describe the roles of the Regional Tourism Organisation of Southern Africa (RETOSA), and NGO's such as the United Nation World Tourism Organisation (UNWTO) and World Travel and Tourism Council (WTTC) play in developing tourism policies, marketing and promoting the tourist industry, provision of Travel and Tourist information centres within the Lesotho, regionally and internationally, and Product development. • Learners differentiate between the roles of LTDC and RETOSA.		
4. interpret and justify the patterns of demand and their importance for domestic and international travel and tourism.	**Concepts** Demand (willingness to travel/ability to travel. Measurement of the demand for domestic and international Tourism. **Patterns of demand for**	• Teacher define the term demand (willingness for travel/ability to travel). • Teacher and learners discuss the importance of measuring demand for domestic and international tourism. • Teacher explains patterns of demand for domestic and	define the term demand (willingness for travel/ability to travel). state the importance of measuring demand for domestic and international tourism. explain patterns of	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals.

	domestic and international tourism: • historic trends of domestic and international tourism. • volume and value using tourism statistics surveys.	international tourism in terms of historic trends of domestic and international tourism, and volume and value using tourism statistics surveys.	demand for domestic and international tourism in terms of historic trends of domestic and international tourism, and volume and value using tourism statistics surveys.	Internet.

UNIT 2: FEATURES OF WORLDWIDE DESTINATIONS.

Learning outcome: at the end of grade 10, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested Resources.
5. demonstrate knowledge of the main global features.	**Concepts** Man-made and natural tourist attractions. Historical and cultural tourist attractions. Major continental land masses and water bodies. Lesotho' major source markets. **Skills.** Identification Effective communication. Information finding. Report writing skills. Decision making. Team work. **Values and attitudes.** Awareness. Appreciation.	• Teacher and learners revise: - tourist attractions in Lesotho. - features of a Tourism destination. - travel documents. • Learners distinguish between man-made and natural tourist attractions. • Learners classify tourist attractions into historical and cultural. • Learners locate major continental land masses and water bodies using an Atlas. • Learners locate Lesotho's major source markets using the internet and world map.	distinguish between man-made and natural tourist attractions. classify tourist attractions into historical and cultural tourist attraction. locate major continental land masses and water bodies using atlas accurately. locate Lesotho's major sources markets on the world map accurately.	Atlas World Map Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	Cooperation. Responsibility. Patriotism.			
6. demonstrate awareness of different time zones and climate.	**Concepts.** Climate of Lesotho. Relationship between the lines of latitude, climate and Tourism. Effects of relief on land use, climate and Tourism in Lesotho. **Skills.** Identification. Accuracy. Calculation. Estimation. Drawing. Interpretation. Decision making. Critical thinking. Creativity. Drawing. **Values and attitudes.** Awareness. Cooperation.	• **Teacher and learners revise:** - basic features of a map. - convention signs and their application in the Atlas. - scale. - direction. - importance of the lines of latitude. - significance of longitude. - map of Lesotho. • Teacher and learners use the climate and weather maps to describe the climate of Lesotho. • Learners show the relationship between the lines of latitude, climate and tourism. • Teacher and learners explain effects of relief on land use, climate and tourism in Lesotho.	explain effects of relief on land use, climate, and tourism in Lesotho. show the relationship between the lines of latitude, climate and tourism. explain effects of relief on land use, climate and tourism in Lesotho.	Map Reading textbook. Prescribed Textbook. Resource person. Internet

	Responsibility. Tolerance. Respect.			
7. investigate travel and tourism destinations locally, regionally and internationally.	**Concepts** **Tourism destination:** attractions; city; resort; country; and island. **features of a tourism destination:** support services; products and services; and physical, and administrative boundaries. Tourist destinations as amalgams. Sustainability of tourist destinations as amalgams.	• Teacher define the term tourism destination (attractions, city, resort, country, and island). • Teacher give features of a tourism destination. • teacher and learners describe features of tourist destinations in relation to support services, products and services, physical and administrative boundaries • Teacher and learners discuss the implications of viewing tourist destinations as amalgams and how they can be sustained.	define the term tourism destination. describe features of a tourism destination correctly. describe the implication of viewing tourism destination as amalgams. explain how tourist destination as amalgams can be sustained.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.
8. describe features	**Concepts**	• Teacher and learners describe	describe destination	

attracting tourists to a particular destination.	**Destination features in terms of:** climate; location; culture; religion; and language. **Preference of tourists in selecting a destination:** special needs; elderly; group tourists, special interests; young people; families; and business visitors. **influence of physical features on the opportunities and constraints for the development of tourism in Lesotho:** mountains; rivers; and flora, and fauna.	destination features in terms of climate, location, culture, religion, and language. • Learners do a mini-research to find out reasons why certain tourists (special needs, elderly, group tourists, special interests, young people, families, business visitors) might be attracted to a certain location. • Teacher and learners explain the influence of physical features on the opportunities and constraints for the development of tourism in Lesotho in relation to mountains, rivers, and flora and fauna.	features in terms of climate, location, culture, religion, and language with ease. carry a mini-research correctly following the relevant steps. explain the influence of physical features on the opportunities and constraints for the development of tourism in lesotho correctly.	

UNIT 3: CUSTOMER CARE AND WORKING PROCEDURES.

Learning outcome: at the end of grade 10, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested Resources.

9. demonstrate the essential personal skills required when working in the travel and tourism Industry.	**Concepts.**
	Essential skills in the Travel and Tourism Industry.
	
	Essential training and qualifications required in the Travel and Tourism Industry.
	
	Skills.
	Identification.
	Team work.
	Effective communication.
	Interpersonal skills.
	Presentation skills.
	Etiquette.
	
	Values and attitudes
	Awareness
	Responsibility
	Cooperation.
	Credibility.
	Loyalty.
		• Teacher and learners revise essential personal qualities required when dealing with customers in the travel and tourism industry.
		• Teacher revise essential skills required when dealing with customers in the Travel and Tourism Industry.
		• teacher and learners revise the use of different technological applications in the Travel and Tourism Industry to introduce computerised reservation systems, and information technologies:
		  Telephone;
		  video text;
		  social media; and
		  internet.
		• Learners do a mini-research to find out the essential training and qualifications required in the Travel and Tourism
			carry out a mini-research correctly, following the correct steps.
			
			discuss the need for essential personal and interpersonal skills in the travel and tourism industry.
				Resource Persons.
				
				Prescribed Textbooks.
				
				Newspaper scripts.
				
				Journals.
				
				Internet.

		Industry.		
		• Teacher and learners discuss the need for essential personal and interpersonal skills in the Travel and Tourism Industry.		

10. demonstrate an understanding of customer service in travel and tourism.	**Concepts.**
	Customer Service.
	
	Characteristics of a service:
	    perishability;
	    intangibility;
	    variability;
	    inseparability;
	    storability; and
	    heterogeneous.
	
	Excellent Customer Service:
	    customer; and
	
	    provider.
	
	Team work.
	
	Training of staff.
	
	Product knowledge.
	
	Procedures for handling complaints.
		• Teacher defines the term customer service.
		• Teacher and learners discuss the characteristics of service in the travel and tourism industry in terms of perishability, intangibility, variability, and inseparability.
		• Learners do a mini-research to investigate and assess the benefits of excellent customer service to both the customer and provider in the travel and tourism industry.
		• Teacher and learners discuss the need for good team work and training of staff and product knowledge in the travel and tourism industry.
		• Teacher explains procedures for handling complaints.
			defines the term customer service.
			
			discuss the characteristics of service in the travel and tourism industry in terms of perishability, intangibility, variability, and inseparability.
			
			do a mini-research to investigate and assess the benefits of excellent customer service to both the customer and provider in the travel and tourism industry.
			
			discuss the need for good team work and training of staff and product knowledge in the travel and tourism industry.
			
			explains procedures for
				Resource Persons.
				
				Prescribed Textbooks.
				
				Newspaper scripts.
				
				Journals.
				
				Internet.

	Skills. Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.		handling complaints.	
11. apply standard procedures for dealing with customers in the travel and tourism.	**Concepts.** Team work and training. Procedures for dealing with a difficult customer. **Standard procedures for dealing with customers' enquiries:** - listen carefully; - always apologise generally; - never argue; and	• Teacher and learners discuss the necessity of good teamwork and training. • Teacher explains the standard procedures for dealing with customer enquiries such making a booking, taking payments, issuing receipts, offering quotations, taking messages, and proving basic information. • Teacher explains the standard	discuss the necessity of good teamwork and training. explain the standard procedures for dealing with customer enquiries such making a booking, taking payments, issuing receipts, offering quotations, taking messages, and proving basic information.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

		procedures for handling a difficult customer.	explain the standard procedures for handling a difficult customer.	
		• Teacher explains the standard procedures for addressing a customer's complaint:	explain the standard procedures for addressing a customer's complaint.	
	Skills. Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection.	listen carefully; always apologise generally; never argue; and offer appropriate solution.		
	Values and attitudes. Awareness Cooperation Patience Responsibility. Love. Diplomacy.			
12. investigate and use appropriate information sources to meet customer's requirements in the travel and tourism.	**Concepts.** Timetables, travel brochures and tariffs to obtain relevant information in the Travel and Tourism. Itineraries.	• Learners use timetables, travel brochures and tariffs to obtain relevant information in the Travel and Tourism. • under the guidance of a teacher learners prepare itineraries to meet specific	use timetables, travel brochures and tariffs to obtain relevant information in the Travel and Tourism. prepare itineraries to meet specific customers'	Resource Persons. Prescribed Textbooks. Newspaper

	Skills. Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.	customers' requirements.	requirements.	scripts. Journals. Internet.

UNIT 4: TRAVEL AND TOURISM PRODUCTS AND SERVICES.

Learning outcome: at the end of grade 10, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested Resources.
13. develop an understanding of different travel and tourism products and services	**Concepts.** The interrelationship between travel and tourism products and services. **Travel and tourism products and services in Lesotho:** ○ package holidays; ○ independent holidays; and ○ all-inclusive holidays. **Ancillary services:** ○ guiding and information services; ○ foreign exchange services; ○ car hire services; and ○ travel insurance services. **Skills.** Identification	• Teacher and learners revise the characteristics of travel and tourism products and services. • Learners do a mini-research to find out the travel and tourism products and services in Lesotho. • Teacher describes the following travel and tourism products, package holidays, independent holidays, and all-inclusive holidays. • Learners describe the following ancillary services guiding and information services, foreign exchange services, car hire services and travel insurance services.	do a mini-research to find out the travel and tourism products and services in Lesotho. describes the following travel and tourism products, package holidays, independent holidays, and all-inclusive holidays. describe the following ancillary services guiding and information services, foreign exchange services, car hire services and travel insurance services.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			

14. investigate roles of tour operators and travel agents in the chain of distribution.	**Concepts.**
	Characteristics of tour operations:
	    scale of operations
	    integration
	    importance of price
	    consumer protection
	
	Operating characteristics of travel agency.
	
	Travel agency appointments and conditions.
		• Teacher describes domestic and international tour operators as wholesalers.
		• Teacher describes characteristics of tour operators.
		• Teacher and learners discuss operating characteristics of travel agaency.
		• Learners do a mini-research to find out travel agency appointments and conditions.
		• Teacher and learners discuss domestic and international
			describes domestic and international tour operators as wholesalers.
			
			describes characteristics of tour operators.
			
			discuss operating characteristics of travel agaency.
			
			do a mini-research to find out travel agency
				Resource Persons.
				
				Prescribed Textbooks.
				
				Newspaper scripts.
				
				Journals.
				
				Internet.

	Domestic and international tour operators as wholesalers.
	
	Types of tour operators:
	Specialist;
	Inbound;
	Outbound;
	Local tour operators
	Roles of travel agents.
	
	Travel agency appointments (ticket licensing) and conditions.
	
	Operating characteristics:
	    packaging;
	    scale of operations;
	    pricing;
	    seasonality;
	    integration; and
	    consumer protection.
	
	Skills.
	Identification
	Effective communication.
	Decision making.
		tour operators as wholesalers.
		• Teacher and learners discuss types of tour operator.
		• Teacher and learners discuss travel agency appointments.
		• Teacher describes operating characteristics of travel agency.
			appointments and conditions.
			
			discuss domestic and international tour operators as wholesalers.
			
			discuss types of tour operator.
			
			discuss travel agency appointments.
			
			describes operating characteristics of travel agency.	

	Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			
15. show basic understanding of support services for Travel and Tourism	**Concepts.** **Infrastructure:** ○ utilities and amenities; ○ roads; ○ retail outlets; and ○ airports. **Types of signage and their use:** ○ command signage; ○ information signage; and ○ warning signage. The role played by the Government in developing	• Teacher and learners describes infrastructure in terms of utilities and amenities, roads, retail outlets, and airports. • Teacher and learners discuss different types of signage and their use. • Teacher explains the role played by the Government in developing travel and tourism infrastructure in Lesotho.	describes infrastructure in terms of utilities and amenities, roads, retail outlets, and airports. discuss different types of signage and their use. explains the role played by the Government in developing travel and tourism infrastructure in Lesotho.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	travel and tourism infrastructure in Lesotho. **Skills.** Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			
16. understand provision of accommodation services in Travel and Tourism.	**Concepts.** Types of accommodation services available in Lesotho and other SADC countries: - hotels; - lodges; - guest houses; - self-catering;	• Teachers describe different types and the range of accommodation services available in Lesotho and other SADC countries. • Learners undertake a mini-research to find types and	describe different types and the range of accommodation services available in Lesotho and other SADC countries. undertake a mini-research to find types and range of	Resource Persons. Prescribed Textbooks. Newspaper scripts.

	o bed and breakfast (B & B); o camp sites; o hostels; and o home stays. **Classification of accommodation services found in Lesotho in terms of:** o economies of operation and scale of investment; and o measure of efficient operation and scale of investment; o measures of efficient operation, such as occupancy rates; o classification and grading; and o facilities provided for business/leisure tourists. **Skills.** Identification	range of accommodation services available in their local area. • Teacher explains the importance of classification and grading schemes within the accommodation sector. • Teacher describes different types of accommodation services available in Lesotho and other SADC countries.	accommodation services available in their local area without the guidance of their teacher. explain the importance of classification and grading schemes within the accommodation sector. describe different types of accommodation services available in Lesotho and other SADC countries.	Journals. Internet.

	Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			
17. understand provision of transport services in Travel and Tourism.	**Concepts.** **Services provided at an international airport:** ○ check-in-points; ○ customs security checks, including luggage/baggage checks; ○ information screens; ○ luggage/baggage wrap; ○ specific needs of passengers/travellers; ○ health and safety precautions; and	• Teacher and learners describe different modes of transport in travel and tourism. • Teacher and learners discuss the range of services provided at an international airport. • teacher and learner discuss the range of services provided by an international airlines: • Teacher describe major cruise circuits. • Teacher explains major cruise liner. • Teacher and learners discuss	describe different modes of transport in travel and tourism. discuss the range of services provided at an international airport. describe major cruise circuits. explain major cruise liner. discuss services provided by road transport	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	○ information screens.	services provided by road transport providers.	providers.
	Services provided at an international airliner: different classes of travel; specific needs of passengers/travelers; and health and safety precautions.	• Teacher explains the importance of classification and grading scheme within the accommodation sector.	explain the importance of classification and grading scheme within the accommodation secto
	Major cruise circuits: ○ Indian; ○ Atlantic; ○ Caribbean; and ○ Mediterranean.		
	Cruise liner: ○ check-in-points; ○ information screens; and ○ Luggage/buggage wrap.		
	Services provided by road transport providers:		

	o coach operators; o taxi services; and o car hire. Classification and grading scheme within the accommodation sector. **Skills.** Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			

UNIT 5: MARKETING AND PROMOTION.

Learning outcome: at the end of grade 10, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested Resources.
18. demonstrate an understanding of the role and function of marketing and promotion.	**Concepts.** **Effective marketing mix in Travel and Tourism(The four Ps):** Product; Price; Place; and promotion. Market research process. Marketing process. **Sources of collecting data in marketing research:** **primary:** o questionnaires; o face to face interviews; o internet; o surveys, and o focus groups.	• Teacher defines marketing and promotion. • Teacher and learners discuss factors to consider during the marketing process. • Teacher identifies and explains why marketing and promotion are important to travel and tourism providers. • Teacher and learners discuss market research. • Learners assess the effectiveness of market research processes. • Teacher and learners discuss sources of collecting data in marketing research. • Learners use market analysis tools to carry out full situational analysis, SWOT analysis (strengths, weaknesses, opportunities and threats), and PEST	define marketing and promotion. discuss factors to consider during the marketing process. state and explains why marketing and promotion are important to travel and tourism providers. discuss market research. assess the effectiveness of market research processes. discuss sources of collecting data in marketing research. use market analysis tools	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	secondary:
	   ○ internal information;
	   ○ sales records;
	   ○ financial books;
	   ○ government publications; and
	   ○ trade journals.
	
	Customer's needs and wants.
	
	Customer profiling.
	
	Marketing of tourism products, services and sites within **RETOSA** member states.
	
	Skills.
	Identification
	Effective communication.
	Decision making.
	Information finding.
	Good interpersonal skills.
	Listening.
	Self-introspection.
	
	Values and attitudes.
	Awareness
		analysis (political, economic, social and technological).
		
		• Teacher and learners discuss customers' needs and wants.
		• Teacher describes and demonstrates customer profiling.
		• Teacher and learners discuss marketing of tourism products, services and sites within **RETOSA** member states.
		• Learners develop an effective marketing mix.
			to carry out full situational analysis, SWOT analysis (strengths, weaknesses, opportunities and threats), and PEST analysis (political, economic, social and technological).
			
			discuss customers' needs and wants.
			
			describes and demonstrates customer profiling.
			
			discuss marketing of tourism products, services and sites within RETOSA member states.
			
			develop an effective marketing mix.	

	Cooperation Patience Responsibility. Love. Diplomacy.			
19. demonstrate an understanding of market segmentation and targeting	**Concepts.** **Market segmentation and targeting:** Geographic Demographic (lifestyle/psychographic providers) **Skills.** Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility.	• Teacher defines the terms market segment and target market. • Learners investigate different market segments targeted by travel and tourism providers. • Teacher explains how specific travel and tourism products cater for needs and expectations of different market segments, such as package holidays, transport including transfers, accommodation and catering, tourist attractions, tourist information services, excursions, and additional activities. • Learners create market segments and targets.	defines the terms market segment and target market. investigate different market segments targeted by travel and tourism providers. explains how specific travel and tourism products cater for needs and expectations of different market segments. create market segments and targets.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	Love. Diplomacy.			
20. demonstrate an understanding of 'Product' as part of the marketing mix	**Concepts.** **Travel and Tourism products and services:** o Product life cycle: o research and development; o growth; o maturity; o saturation and decline. **Skills.** Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience	• Learners investigate the development and modification of travel and tourism products and services through the use of the product life cycle (research and development, introduction, growth, maturity, saturation and decline.), the creation of brand image through logos, slogans, themes and design, and use of price and product features to create loyalty and repeat custom. • Teacher explains why travel and tourism providers diversify their products and services.	investigate the development and modification of travel and tourism products and services through the use of the product life cycle and the creation brand image. explain why travel and tourism providers diversify their products and services.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	Responsibility. Love. Diplomacy.			
21. show an understanding of 'Price' as part of the marketing mix.	**Concepts.** **Common pricing policies used in the travel and tourism industry:** market penetration; discount pricing; variable pricing; and loss leader pricing. **promotional pricing/special offers:** the going rate/competitive pricing (price makers/price takers); prestige pricing; price bundling; and market skimming. **Skills.** Identification Effective communication.	• Learners investigate a range of common pricing policies used in the travel and tourism industry. • Teacher explains the factors that determine pricing policies.	investigate a range of common pricing policies used in the travel and tourism industry. explains the factors that determine pricing policies.	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			
22. show an understanding of 'Place' as part of the marketing mix.	**Concepts.** **Factors influencing the selection and location for Travel and Tourism facilities:** accessibility; costs; availability of suitable premises/land; character and features of area; local and transient population; adjacent facilities/transport	• Learners investigate the factors that influence the selection of a location for travel and tourism facilities. • Teacher explains the range of distribution channels for travel and tourism products and services domestically and internationally.	investigate the factors that influence the selection of a location for travel and tourism facilities. explains the range of distribution channels for travel and tourism products and services domestically and internationally	Resource Persons. Prescribed Textbooks. Newspaper scripts. Journals. Internet.

	links; and availability of staff. **channels for travel and tourism products and services domestically and internationally:** direct selling; wholesalers; retailers; internet; Global Distribution Systems (GDS); and Central Reservation Systems (CRS). **Skills.** Identification Effective communication. Decision making. Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation		

	Patience Responsibility. Love. Diplomacy.			

23. show an understanding of 'Promotion' as part of the marketing mix.	**Concepts.**
	Main methods of promotion used in travel and tourism.
	
	Factors considered when producing effective promotional materials:
	    costs;
	    stages of the promotional campaigns;
	    target market segments;
	    timing;
	    brand image; and
	    AIDA (Attention, Interest, Desire, Action) in designing effective promotional material.
	
	Skills.
	Identification
	Effective communication.
	Decision making.
		• Learners investigate the main methods of promotion used in travel and tourism.
		• Teacher and learners assess factors considered when producing effective promotional materials.
			investigate the main methods of promotion used in travel and tourism.
			
			assess factors considered when producing effective promotional materials.
				Resource Persons.
				
				Prescribed Textbooks.
				
				Newspaper scripts.
				
				Journals.
				Internet.

	Information finding. Good interpersonal skills. Listening. Self-introspection. **Values and attitudes.** Awareness Cooperation Patience Responsibility. Love. Diplomacy.			

UNIT 6: COURSEWORK: DEVELOPING A MARKETING CONCEPT FOR TRAVEL AND TOURISM

Learning outcome: at the end of grade 10, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested resources.
24. show proper understanding of process involved in the preparation of a market research activity.	**Concepts** **Market research processes:** setting the objectives; designing the research; data collection; data analysis; reporting the results. **Research question.** **Research objectives.** **Setting hypothesis:**	• Teacher introduces learners to the market research processes used in the Travel and Tourism Industry. • Teacher and learners discuss procedures followed when setting objectives for the research. • Under the guidance of a teacher, in groups, learners set their own objectives and design their researches. • Learners present their objectives and research topics to their classmates. • Teacher describes how to set objectives and research questions. • Teacher describes hypothesis and correct ways to set them. • Teacher introduces learners to a range of data collection methods used in the Travel and Tourism	describe the market research processes used in the Travel and Tourism Industry. follow the correct procedure for setting their own objectives. formulate correct research questions and hypothesis. use a variety of data methods techniques to collect data. report results accurately. describe customer profile and the importance of market analysis tools.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

	Data collection methods: questionnaires; observations; counts; interviews; internet survey; and focus groups. **Reporting the results:** Customer profile. Importance of market analysis tools. **Skills.** Identification. Research skills. Data presentation.	Industry. • Learners use different data collection methods to collect data in their local environment. • Learners undertake a mini-research where they apply all the research techniques learnt. • Teacher and learners describe the customer profile and reflect on the importance of market analysis tools.		

	Evaluation. Analysis. Report writing. **Values and attitudes** Responsibility. Awareness. Patience. Confidence.			

GRADE 11 TRAVEL AND TOURISM SYLLABUS
OVERVIEW.

Learning Outcomes: at the end of Grade 11, learners should be able to:

INTRODUCTION TO THE TRAVEL AND TOURISM INDUSTRY.

1. show an understanding of the structure of the international travel and tourism industry.
2. investigate the economic, environmental and socio-cultural impacts of travel and tourism.
3. show an understanding of the role played by the National Governments and National Government Organisations (NGOs) in forming tourism policy and promoting the tourist industry.
4. interpret and justify the patterns of demand and their importance for domestic and international travel and tourism.

FEATURES OF WORLDWIDE DESTINATIONS.

5. demonstrate knowledge of the main global features.
6. demonstrate awareness of different time zones and climate.
7. investigate travel and tourism destinations locally, regionally and internationally.
8. describe features attracting tourists to a particular destination.

CUSTOMER CARE AND WORKING PROCEDURES.

9. demonstrate the essential personal skills required when working in the travel and tourism Industry.
10. demonstrate an understanding of customer service in travel and tourism.
11. apply standard procedures for dealing with customers in the travel and tourism.
12. investigate and use appropriate information sources to meet customer's requirements in the travel and tourism.

TRAVEL AND TOURISM PRODUCTS AND SERVICES.

13. develop an understanding of different travel and tourism products and services.
14. investigate roles of tour operators and travel agents in the chain of distribution.

15. show basic understanding of support services for Travel and Tourism.
16. understand provision of accommodation services in Travel and Tourism.
17. understand provision of transport services in Travel and Tourism.

MARKETING AND PROMOTION.
18. demonstrate an understand of the role and function of marketing and promotion.
19. demonstrate an understanding of market segmentation and targeting
20. Create market segments and targets.
21. demonstrate an understanding of 'Product' as part of the marketing mix.
22. show an understanding of 'Price' as part of the marketing mix.
23. show an understanding of 'Place' as part of the marketing mix.
24. show an understanding of 'Promotion' as part of the marketing mix.

COURSE WORK: DEVELOPING A MARKETING CONCEPT FOR TRAVEL AND TOURISM.
25. prepare a market research activity.
26. develop a marketing mix in travel and tourism.

GRADE 11 TRAVEL AND TOURISM

ACTIVITY PLAN.

UNIT 1: INTRODUCTION TO THE TRAVEL AND TOURISM INDUSTRY.

Learning outcome: at the end of grade 11, learners should be able to:	Concepts, skills, values and attitudes.	Suggested learning experiences.	What to assess: teacher should assess learner' ability to:	Suggested resources.
1. show an understanding of the structure of the international travel and tourism industry.	REVISION			
2. investigate the economic, environmental and socio-cultural impacts of travel and tourism.	REVISION			
3. show an understanding of the role played by the National Governments and National Government Organisations (NGOs) in forming tourism policy and promoting the tourist industry.	REVISION			
4. interpret and justify the patterns of demand and their importance for domestic and international travel and tourism.	REVISION			

UNIT 2: FEATURES OF WORLDWIDE DESTINATIONS.

Learning outcome: at the end of grade 11, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested resources.
5. demonstrate knowledge of the main global features.	REVISION			
6. demonstrate awareness of different time zones and climate.	REVISION			
7. investigate travel and tourism destinations locally, regionally and internationally.	**Concepts.** Tourist destinations as amalgams. **Skills.** Identification Effective communication. Information finding. Report writing skills. Decision making. Team work. **Values and attitudes.** Awareness. Appreciation. Responsibility. Tolerance. Respect.	• Teacher and discuss the implications of viewing tourist destinations as amalgams and how they can be sustained.	discuss the implications of viewing tourist destinations as amalgams and how they can be sustained.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

8. understand features attracting tourists to a particular destination.	**REVISION**

UNIT 3: CUSTOMER CARE AND WORKING PROCEDURES.

Learning outcome: at the end of grade 11, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested resources.
9. demonstrate the essential personal skills required when working in the travel and tourism Industry.	**Concepts.** Customer care attributes. **Interpersonal and presentation skills:** clear speech; good background in Numeracy and Literacy skills; and Good interpersonal skills. **Skills.** Identification Effective communication. Information finding. Report writing skills. Decision making. Team work. **Values and attitudes.** Awareness. Appreciation. Responsibility.	• Learners assess the need for the importance of essential customer care attributes to both the customer and provider when working in the travel and tourism industry. • Learners do a mini-research to find out the importance of personal skills and presentation qualities such as clear speech, numeracy and literacy in the Travel and Tourism Industry.	assess the need for the importance of essential customer care attributes to both the customer and provider when working in the travel and tourism industry. do a mini-research to find out the importance of personal skills and presentation qualities such as clear speech, numeracy and literacy in the Travel and Tourism Industry.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

	Tolerance. Respect.			
10. demonstrate an understanding of customer service in travel and tourism.	**REVISION**	**REVISION**	state personal qualities required in the Travel and Tourism Industry. explain essential skills required when dealing with customers in the Travel and Tourism Industry. outline essential training and qualifications required in the Travel and Tourism Industry. evaluate the need for the importance of the essential customer care attributes to both the customer and provider when working in the Travel and Tourism Industry. show the need for essential personal and interpersonal skills in the Travel and Tourism Industry. do a mini-research to find	LGCSE Travel and Tourism Revision Guide. Past LGCSE Question papers.

			out the essential training and qualifications required in the Travel and Tourism Industry under the guidance of a teacher. discuss the need for good team work and training of staff and product knowledge in the travel and tourism industry. explains procedures for handling complaints.	
11. apply standard procedures for dealing with customers in the travel and tourism.	**Concepts.** Customer care policies and procedures. **Skills.** Identification Effective communication. Information finding. Report writing skills. Decision making. Team work.	• Teacher and learners discuss the importance of customer care policies and procedures.	discuss the importance of customer care policies and procedures.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

	Values and attitudes. Awareness. Appreciation. Responsibility. Tolerance. Respect.			

12. investigate and use appropriate information sources to meet customer's requirements in the travel and tourism.	**Concepts.**
	Computerized information systems:
	    World span;
	    Sabre;
	    Galileo;
	    World Wide Web; and
	    Central Reservation Place.
	
	Skills.
	Identification
	Effective communication.
	Information finding.
	Report writing skills.
	Decision making.
	Team work.
	
	Values and attitudes.
	Awareness.
	Appreciation.
		• Learners use computerised information systems and relevant technology to obtain accurate information:
		    World span;
		    Sabre;
		    Galileo;
		    World Wide Web; and
		    Central Reservation Place.
			Learners use computerised information systems and relevant technology to obtain accurate information:	Prescribed Textbooks.
				
				Resource person.
				
				Leaflets from the MTEC and LTDC.
				
				Journals
				
				Internet.

	Responsibility. Tolerance. Respect.			

UNIT 4: TRAVEL AND TOURISM PRODUCTS AND SERVICES.

Learning outcome: at the end of grade 11, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested resources.
13. develop an understanding of different travel and tourism products and services.		**REVISION**		
14. investigate roles of tour operators and travel agents in the chain of distribution.		**REVISION**		
15. show basic understanding of support services for Travel and Tourism.		**REVISION**		
16. understand provision of accommodation services in Travel and Tourism.		**REVISION**		
17. understand provision of transport services in Travel and Tourism.		**REVISION**		

UNIT 5: MARKETING AND PROMOTION.

Learning outcome: at the end of grade 11, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested resources.
18. demonstrate an understanding of the role and function of marketing and promotion.	REVISION			
19. demonstrate an understanding of market segmentation and targeting	**Concepts.** Market segments and targets. **Skills.** Identification Effective communication. Information finding. Report writing skills. Decision making. Team work. **Values and attitudes.** Awareness. Appreciation. Responsibility. Tolerance.	• Teacher explains and demonstrates market segmentation and targets.	explain and demonstrates market segmentation and targets.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

	Respect.			
20. demonstrate an understanding of 'Product' as part of the marketing mix.	**REVISION**			
21. show an understanding of 'Price' as part of the marketing mix.	**REVISION**			
22. show an understanding of 'Place' as part of the marketing mix.	**REVISION**			
23. show an understanding of 'Promotion' as part of the marketing mix.	**REVISION**			

UNIT 6: COURSE WORK: DEVELOPING A MARKETING CONCEPT FOR TRAVEL AND TOURISM.

Learning outcome: at the end of grade 11, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner' ability to:	Suggested resources.
24. prepare a market research activity.	**Concepts.** **Five stages of the market research processes:** set the objectives; design the research; data collection; analyse the data; and report the results. **Customer profile:** where customers live; who customers are; and what customers like to do. **Skills.**	• Teacher explains the **five** stages of the market research processes. • under the guidance of a teacher, learners create a customer profile using market segmentation. • learners justify how market analysis tools will benefit the market research process.	explains the five stages of the market research processes. create a customer profile using market segmentation. justify how market analysis tools will benefit the market research process.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

	Values and attitudes.			
25. develop a marketing mix in travel and tourism.	**Concepts.** **A range of product options in travel and tourism:** the product is on the product life cycle; the product's brand image; and the extent of brand loyalty and repeat custom. **A range of pricing options:** dbenefits of different pricing policies factors affecting pricing decisions **Factors affecting choice of place:** factors affecting choice of place; and benefits of different distribution channels	• Learners evaluate a range of product options in travel and tourism. • Learners evaluate a range of pricing options by discussing the benefits of different pricing policies, and analysing factors affecting pricing decisions. • Learners evaluate factors affecting choice of place by assessing factors affecting choice of place, analysing benefits of different distribution channels for the product. • Learners consider a range of promotion techniques by doing promotional campaigns for the product, assessing the benefits of different methods of promotion, and assessing factors considered when producing effective promotional materials.	evaluate a range of product options in travel and tourism. evaluate a range of pricing options by discussing the benefits of different pricing policies, and analysing factors affecting pricing decisions. evaluate factors affecting choice of place by assessing factors affecting choice of place, analysing benefits of different distribution channels for the product. consider a range of promotion techniques by doing promotional campaigns for the product, assessing the benefits of different methods of promotion, and assessing factors considered when producing effective promotional materials.	Prescribed Textbooks. Resource person. Leaflets from the MTEC and LTDC. Journals Internet.

	for the product			
	Skills.			
	Values and attitudes.			

PAPER 2 COURSEWORK – TEACHER GUIDANCE.

Writing the coursework brief

Outline of the Investigation

Teachers should write the **coursework brief** before starting the teaching of the coursework units (Unit 5 Marketing and Promotion and Unit 6 Developing a Marketing Concept for Travel and Tourism). Teachers can then ensure that relevant information is covered during curriculum time and build up a bank of essential resources to support the teaching and learning processes. Any visits required to ensure the successful completion of the coursework can be scheduled into the curriculum programme.

The requirements for coursework should be presented to learners early in the curriculum programme in order to allow learners to begin their own research and planning.

Once learners have gained a real understanding of how marketing and promotion are central to the travel and tourism industry, they are ready to begin the coursework investigation.

The investigation itself can be broken down into three stages:

- collecting the evidence.
- writing the report.
- producing a sample of marketing evidence

It is a requirement that learners use a range of investigative techniques within their coursework, using **at least three** primary research methods **and at least two** sources of secondary information to collect evidence. Representation and analysis of this evidence will form the basis of the final written report.

It is important that learners are fully aware of the differences between primary and secondary research. This forms part of the expected learning within Unit 5. Learners must then produce and submit for assessment a written report of their findings as well as their sample of marketing evidence. It is important to emphasise that this must be an individual piece of work for each learner, even if some data collection and collation tasks are conducted through a group work approach.

Why use a scenario

Coursework investigations are more interesting for learners if they are placed in a realistic and localised scenario. The teacher should determine the scenario and describe it and the role the learner is to take within it. The role should always be realistic; for example, the student might be a marketing assistant rather than a managing director.

One example of a suitable scenario is given below.

Scenario

Lesotho is developing its travel and tourism industry to maximise tourist visitations.

Choose **one** travel and tourism product or provider from your local area.

You are the marketing manager for this product/provider and need to investigate how the product/provider is marketed, and how successful the marketing is. You must produce **one** sample of marketing evidence, which could be used to further market the product/provider **and** an individual report of your marketing investigation.

This example scenario may be adapted to suit the local context. It puts the learner in a specific role. The learner is given the opportunity to demonstrate his/her knowledge through the report format as well as the opportunity to produce a piece of marketing evidence – an artefact, a tourist information leaflet, an itinerary, a storyboard of a marketing campaign, a mock-up of a home webpage. This scenario will continue into the tasks and allows the learner to explain general principles of the marketing process in travel and tourism.

How to write the tasks

Once a scenario has been chosen the teacher can write tasks which fit the scenario. There are some key points to consider when writing the tasks:

- all learning outcomes and assessment criteria from the syllabus must be covered.
- the tasks must allow learners to show evidence of the knowledge and skills required.
- tasks must be clear and focused.
- it is not essential to have a separate task for each assessment criterion.

The easiest way to write the tasks is to follow the tasks in the sample coursework brief and to put into the local area context. In this way, the teacher can be sure that all Assessment Criteria are covered and the tasks will be in a logical order. Also, it will be clear to the learners which tasks relate to which section of the syllabus. **However,** the tasks must not merely repeat the Assessment Criteria word for word. They must be tailored to fit the needs of learners. This means that the tasks must fit the particular location, the products and services offered to visitors and take into account available resources. The tasks must also be linked to the scenario that has been given.

Tasks

1. Choose a title for your investigation.
2. Prepare and carry out a market research activity.
    a) Set objectives for your market research.
    b) Plan the market research you will carry out. Justify the approach you plan to take.

c) Collect data relevant to your investigation.
d) Collate, present and analyse the data from your market research. Justify your choice of data presentation.
e) Carry out a market analysis using appropriate tools.
f) Present your findings in a report format. Explain the challenges you encountered during the investigation and how you overcame these challenges.
1. Use your findings to create a customer profile for your product/provider.
2. Evaluate the current marketing mix for your product/provider and make recommendations for future improvement. Assess the extent to which your original objectives have been met.

5. Produce **one** sample of marketing evidence which could be used to further market your product/provider. Justify your choice of sample.

6. Produce a bibliography and resource list.

Suggested Titles

It is important that you study these suggestions carefully to ensure that your final choice meets the assessment requirements for this coursework**.**

1. Lack of marketing and promotion of the XYZ Arts Festival has resulted in a negative brand image for this event.
2. Sani-Top as a destination is under-marketed.
3. Tourism signage does not affect visitors' access to information in Lesotho.
4. Afri-Ski brochures are highly effective.
5. Taxi services in Maseru are professional and efficient.

The report should not exceed 3000 words in length. However, it may be useful to provide the guideline of 2500 to 3000 words, to ensure that learners submit sufficient evidence to address all of the assessment criteria for the coursework module.

Learners should use the following report format:

a) Title page.

b) List of contents

This should include:

- page numbers for the main sections of the report; and
- a list of illustrative material, e.g. graphs.

c) Introduction

The introduction should include:

- a brief background of the area studied;
- any relevant theoretical background;
- a brief outline of the topic under consideration; and
- a plan showing what has been done.

d) Statement of the objective/s

After the introduction comes the main body of the report, which should be clearly divided into sections each with a clear heading. The sections might include methods of collecting evidence, representation of evidence, etc. The report should contain a detailed account, in logical sequence, of all the work done.

e) Methods for collection of evidence

This section should include an account of:

- the planning and preparation work;
- the collection of evidence;
- any limitations of the methods chosen;

- any other difficulties or problems that were encountered; and
- any follow-up work, e.g. organising data collected by individuals into group results.

f) Representation of data.

A wide range of appropriate skills and techniques should be used here, such as:
- graphs – vertical and horizontal bar and line graphs, pie graphs, pictograms, divided bars, rectangles and squares, frequency polygons, radial charts, scatter graphs, dispersion graphs, cumulative frequency graphs;
- maps – location and land-use maps, choropleth or isoline maps, proportional circle and flow maps;
- tables, sketches, photos and diagrams; and
- statistical methods – mean, median, mode, range, etc.

Learners will gain credit for choice of appropriate skills. The use of computers is allowed in the representation of evidence, although it is equally possible to obtain maximum marks by using hand drawn graphs, etc.

g) Analysis and interpretation of the data.

In this section, all the evidence collected should be thoroughly analysed and interpreted. This is a very important section and carries the highest number of marks in the mark scheme. There must be specific reference to the chosen sample of marketing evidence, with justification for its choice.

h) Evaluation and conclusion.

In the evaluation of the investigation, the learner should comment on its usefulness, value and what has been learned by its completion.

In the conclusion, there should be a summary of the findings of the investigation: a 'drawing together' of all the various strands of the work in a meaningful manner. The learner should also refer back to the title and say to what extent they have been able to test their statement or answer their question.

i) Bibliography, sources and acknowledgements

These should be listed at the end of the report.

Teacher Involvement and Authentication

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the learner's own work. This is particularly important as some of the data collection tasks may be carried out as a group. However, the written assignment must be a learner's individual work.

One of the main issues in delivering the coursework module remains the role that teachers play in helping learners produce the written report.

There is no expectation that learners will be left to produce the coursework without guidance and support from their teachers. Discussion with the whole class and with individuals, as well as one-to-one and whole class supervision, should take place at all stages of the coursework production.

This section aims to clarify exactly what teachers can do to support the production of the coursework evidence, and also to identify actions that teachers clearly should not take.

Teachers are expected to:
- prepare learners fully to carry out the investigation. This means that teachers should deliver the prescribed subject content specified in the syllabus for Unit 5 and 6 through a planned programme of study and should explain carefully what the coursework investigation will entail;
- guide learners in the choice of topic for individual study. It may be more realistic in some larger centres for a more prescriptive approach to be taken in selecting the coursework topic. It is expected that all learners from one Centre work on the same coursework title, but that learners conduct their own investigation around this title;
- raise learners' awareness of the exact requirements of the coursework investigation; for example, stipulating the minimum use of **three** primary research methods and **two** sources of secondary information;
- consider the assessment criteria with learners to ensure that they are familiar where marks can be gained; for example using a range of graphical presentation techniques;
- review progress towards meeting the assessment criteria and the deadline for completion of the written report;
- discuss problems encountered and offer possible solutions in completing the investigation.

Teachers should also:
- select the coursework title taking into consideration the level of ability of learners and the availability of information;
- plan an appropriate range of resources for learners to access, including study visits and secondary data sources;
- write a coursework brief **before** teaching the syllabus content for the module. Teachers can then ensure that relevant information is covered in lessons and

can build up a bank of essential resources to support learners in the completion of their investigations;

- organise learners to carry out group work in the collection and collation of primary data, to reduce the burden on providers. It is unwise, for example, to allow a class of 30 learners each to arrange to interview the Tourist Information Centre manager. It would be better practice to invite the relevant personnel into the Centre to answer a pre-planned set of interview questions in front of the class; and

- teach a wide range of appropriate statistical representation techniques to allow learners to interpret results graphically.

Teachers may also:
- read the work of learners to monitor progress and offer encouragement to help motivate learners to complete work to deadline;
- suggest alternative strategies learners may take towards the final outcome; and
- recommend possible sources of information.

Teachers **must not:**
- provide all of the information for learners so that learners do not need to undertake any research themselves;
- analyse and interpret the results of the investigation for learners;
- write or correct the report for learners;
- allow learners to produce a collaborative report with other members of the class; and
- encourage plagiarism from secondary sources.

Learners must be made aware of the sensitive nature of some of the information within this people-focused industry, and should avoid asking inappropriate questions. They must also understand that dealings with 'adults other than teachers' must be carried out politely and appropriately at all times.

Learners must become familiar with the assessment criteria that they must meet through the coursework investigation. As mentioned previously, one way in which to engage learners with individual assessment objectives is through a break-down of tasks within the coursework brief.

It would be beneficial to run sessions on essential communication skills, independent research skills, quantitative data representation skills and evidence generation with learners prior to them carrying out their coursework investigation. Learners may benefit from keeping a log of intended action and noting any difficulties encountered as they progress through the investigation.

Visits.

Some assessment objectives are best met by learners carrying out investigations into local travel and tourism providers and it is desirable for learners to use local knowledge where possible. However, it is only practical for learners to approach providers themselves where learner numbers are small and there are sufficient providers to choose from.

Other solutions are to:
- arrange a group visit to one company or location;
- invite a speaker from a relevant travel and tourism provider to visit the class;
- submit the group's questions to a provider for a written response; and
- carry out some research via the Internet, where possible

Oral briefing.

When the coursework brief is first issued, teachers should provide an oral briefing for learners. They should talk through the coursework and explain clearly what is expected. Teachers can indicate to learners where the relevant information can be accessed but should not assist the learners with the research and selection of material, other than arranging appropriate visits and providing opportunities for the completion of tasks specified within a particular coursework brief.

Research.

Learners should be encouraged to use a wide variety of sources to obtain their information and it is important that all of these sources (including websites) are acknowledged with details of the author, title of the material, year of publication and publisher listed. When websites are referenced, the URL (uniform resource locator) and date the site was accessed should be provided. This information should be listed in the bibliography and cross-referenced in the text.

Learners should be discouraged from collecting and inserting large amounts of secondary information which does not correspond to the assessment criteria. Where secondary information is included, it should be attached as an annex and clearly referred to in the text. There is no point in learners including material unless direct reference is made to it in a section of the written report. Material extracted from websites must be interpreted and applied appropriately by learners to avoid the issue of plagiarism.

Review.

It is good practice to hold regular review meetings with learners to ascertain that they are 'on track' and that the work they are undertaking relates to the assessment criteria.

ASSESSMENT OF COURSEWORK.

1. Knowledge with understanding (9 marks).

Assessment criterion	Criteria	Level 1	Level 2	Level 3
1 (a)	General application of knowledge with understanding.	Very limited throughout the investigation.	Some basic knowledge and understanding is evident at several stages of the investigation.	Sound knowledge and understanding is evident throughout the investigation.
1. (b)	Connection between key ideas of the course and the objectives of the investigation.	Very few, if any, links between the purpose of the investigation and key ideas if the course.	Some links between the purpose of investigation and key ideas of the course.	Clear, well-developed links between the purpose of the investigation and key ideas of the course.
1. (c)	Use of appropriate vocational terminology and understanding of concepts and principles.	Poor use of vocational terminology, which is sometimes inappropriate. Limited understanding of relevant concepts and principles.	Wider use of vocational terminology, with greater accuracy. Most relevant concepts and principles understood. Full explanation and good, accurate use of terminology.	Full understanding of relevant concepts and principles.

2. Investigative skills and representation of evidence.
2. (i) Observation and collection of evidence (9 marks).

Assessment criterion	Criteria	Level 1	Level 2	Level 3
2. (a)	Collection of evidence from both primary and secondary sources under guidance or independently.	Limited range of evidence collected either mainly from primary sources, or mainly from secondary sources. Considerable guidance needed throughout, and work is limited to the obvious area of enquiry. Independent enquiry very weak. Little initiative shown.	Wider range of evidence collected but still mainly from primary or mainly from secondary sources. Guidance needed, but some attempt made to extend the investigation beyond the obvious area of enquiry. Independent enquiry better developed, but has limited relevance to the original work done. Some initiative is shown.	Wide range of evidence, with a good balance between primary and secondary sources. Little guidance needed and problems encountered solved independently. Good attempt to extend the investigation beyond the obvious area of enquiry. Independent enquiry is well done and complements the original work. A high level of initiative is shown.
2. (b)	Awareness of limitations of methods used to collect evidence.	Limited awareness of the limitations of methods used.	Some awareness of the limitations of the methods used.	A sound awareness of the limitations of the methods used.
2. (c)	Evidence recorded, classified and organised.	Limited attempt is made. Rough work is disorganised or incomplete.	Some attempt is made but there are some omissions. Rough work is partially	Well-organised in a clear, coherent form. Rough work is organised and complete.

			organised but still incomplete.	

2. (ii) Organisation and representation of evidence (9 marks).

Assessment criterion	Criteria	Level 1	Level 2	Level 3
2. (d)	Evidence displayed accurately, using appropriate skills and techniques.	Some inconsistencies in the accuracy of the evidence displayed. At least one skill or technique is inappropriate.	Most of the evidence collected is accurately displayed. All skills and techniques used are appropriate.	All of the evidence collected is accurately displayed. All skills and techniques used are appropriate, and some awareness of the validity or reliability of at least one of them is shown.
2. (e)	Data displayed effectively, with a degree of neatness and good annotation.	Some of the evidence collected is displayed effectively and neatly. Limited labelling of graphs and diagrams.	Most of the evidence collected is displayed effectively and neatly. Most graphs and diagrams have titles, keys, scale, etc.	All of the evidence is displayed effectively and neatly. All of the graphs and diagrams have titles, keys, scale, etc.
2. (f)	Different skills and techniques are used.	Only a limited range of skills and techniques is used.	A wide range of skills and techniques is used.	A comprehensive range of skills and techniques is used.

3. Analysis and interpretation of evidence (21 marks).

Assessment criterion	Criteria	Level 1	Level 2	Level 3
3. (a)	Application of knowledge.	Most of the evidence is analysed and interpreted, using general terms rather than appropriate vocational terminology.	Most of the evidence is analysed and interpreted, using appropriate vocational terms and concepts.	Clear analysis and interpretation of relationships and concepts, using appropriate vocational terminology. Relates evidence to the context of the course.
3. (b)	General communication skills.	Limited communication of ideas, inability to clearly state what is meant.	Better communication of ideas, expression clear and some use of technical language.	Thorough communication of ideas clear expression with good use of technical language.
3. (c)	Organisation of the analysis and interpretation.	Incomplete account, which lacks a logical, organised structure. Limited analysis and interpretation, with reference to only some of the evidence.	Fuller account, with a more logical structure. Some attempt is made at organisation and most of the evidence is analysed and interpreted.	Complete account, with sound, organised and logical structure. A thorough, well-organised section including analysis and interpretation of all the evidence collected.
3. (d)	Level and extent of analysis.	Comments about the evidence collected and represented are mainly descriptive and simply stated.	Some attempts are made to recognise patterns and develop some explanations.	Thorough analysis, with reasoned explanations and valid comments.
3. (e)	Interpreting the evidence by presenting reasoned explanations for	Very little effort to explain the data or to try to find any links or relationships.	Some effort to justify the findings and some attempts to find reasons	A good effort is made to present sound reasoned explanations for

	patterns and relationships shown in the analysis.	Very few, if any inferences are drawn.	for the evidence obtained. Some inferences are drawn.	the evidence obtained. Several inferences are made.

3. Analysis and interpretation of evidence continued (21 marks).

Assessment criterion	Criteria	Level 1	Level 2	Level 3
3. (f)	Awareness of the limitations of the evidence collected.	Very little, if any, awareness of the limitations of the evidence collected.	Some awareness of the strengths and limitations of the evidence, but no suggestions as to how these difficulties could be overcome.	Weaknesses and strengths in the evidence collected are recognised and suggestions are made as to how these could be overcome.
3. (g)	Originality and individuality.	Little or no originality and individual opinion is shown. It relies on existing models or ideas. It is not new or unique, made in a conventional style.	Some originality, has some new ideas or improvements attempt to find new uses for common materials or ideas. It lacks distinct style.	Several original ideas new, unique surprising, it shows personal opinion. It has well-crafted style.

4. Evaluation and conclusions (12 marks).

Assessment criterion	Criteria	Level 1	Level 2	Level 3
4. (a)	Evaluation of the investigation as a whole.	Little or no evaluation of the project as a whole. One or two limitations of the investigation mentioned, but not assessed.	Some evaluation of the project as a whole is included. Several limitations mentioned and only superficially assessed.	Good evaluation of the project as a whole is included. Several limitations mentioned and competently assessed.
4. (b)	Suggestions and recommendations for improvement or future work.	Very few, if any, of these are included.	Some of these are included, which are generalised and basic.	A wide selection of these is included, which indicate detailed thought about the investigation.
4. (c)	Draw valid conclusions by reasoned consideration of evidence.	Conclusion lacks depth and is written in general terms. Little, if any, consideration of the evidence is used to support the conclusions.	Conclusion is more detailed, but still rather tentative. A basic attempt is made to use the evidence as a basis of the conclusion.	A very good, reasoned and justified conclusion, drawing together all the threads of the investigation. A good attempt is made to use the evidence to draw a conclusion.
4. (d)	Reference to original aims of the investigation in the conclusion.	Little or no connection to the aims or title in the conclusion.	Attempts to relate to the aims and/or title in the conclusion.	Direct references to the aims in reaching conclusions.