

Scope for Exam 2024: Tourism Grade 11 FET CAPS

Date	:	June 2024
Time	:	2½ hrs
Marks	:	150

Instructions: Read the instructions carefully before answering the questions.

1. This question paper consists of FIVE sections.
2. All questions in SECTION A, B, C, D and E are COMPULSORY.
3. Answer all the questions on the correct answer sheet.
4. Number your answers correctly.
5. Start each SECTION (there are 5: A, B, C, D and E) on a new page.
6. Use the mark allocation as a guide to the length of each expected answer.
7. Use the following table to help you divide your time for each section.

SECTION A	SHORT QUESTIONS (ALL TOPICS BELOW)	30	30 MINUTES
SECTION B	TOUR PLANNING AND MARKETING	25	25 MINUTES
SECTION C	CULTURAL AND HERITAGE TOURISM	25	25 MINUTES
SECTION D	TOURISM SECTORS	50	50 MINUTES
SECTION E	DOMESTIC, REGIONAL AND INTERNATIONAL TOURISM	20	20 MINUTES
		150	150

8. Submit both question paper and answer script at the end of the exam session.

SECTION A : SHORT QUESTIONS

Set 30 marks covering the 16 topics as assessed in Section B to E, trying to assess those aspects of the topics not already assessed in Section B-E.

Term 1 content 30% 9 marks, Term 2 content 70% 21 marks.

TOTAL= [30]

SECTION B : TOUR PLANNING AND MARKETING

Term 2 Week 16. The marketing budget

Term 2 Week 17. Different types of promotional / advertising techniques

TOTAL= [25]

SECTION C : CULTURE AND HERITAGE TOURISM

Term 2 Week 14. SA cultural uniqueness

Term 2 Week 15. SA heritage bodies

TOTAL= [25]

Scope For Grade Maths Final Exam

Miraca U. M. Gross



Scope For Grade Maths Final Exam:

Mathematics Teaching Methods (Volume-5):Mathematics for Sr. Teacher (Grade-II) Dr. Jitendra Singh, Volume 5 of the Mathematics Blueprint Series is an essential guide for aspiring Senior Teachers offering a comprehensive blend of pedagogical knowledge and practical classroom skills Designed to support effective mathematics teaching and RPSC exam preparation this volume ensures teachers are well equipped to engage students and excel in competitive examinations The book focuses on four core areas Nature and Objectives of Mathematics Teaching Learn the meaning scope and principles of mathematics curriculum design along with techniques for framing clear measurable learning objectives Methods and Teaching Techniques Explore both traditional and modern teaching methods including heuristic project based and laboratory approaches alongside oral written and programmed instruction strategies Lesson Planning and Teaching Aids Master yearly unit and lesson planning and discover effective use of low cost audio visual and real life teaching aids that connect mathematics with other subjects Evaluation and Remedial Teaching Understand assessment strategies remedial programs and enrichment for gifted students with RPSC focused sample questions and multiple choice exercises This volume is a practical exam oriented resource that empowers teachers to enhance instructional expertise foster student engagement and achieve success in competitive teaching examinations

Getting Schools Working Nick Taylor,Johan Muller,Penny Vinjevold,2003 A systematic review of research projects into the state of education in South Africa

Modernizing Educational Practice Katarzyna Papaja,Artur Swiateka,2016-02-08 Content and Language Integrated Learning CLIL is an innovative approach referring to educational settings where a language different from the learners mother tongue is used as a medium of instruction This other language is found to be used from kindergarten to the tertiary level and the extent of its use may range from occasional foreign language texts in individual subjects to covering the whole curriculum The changes in the technological economic and social realities of the modern world have led and still lead to more frequent contact between people of different linguistic and cultural backgrounds Globalisation has made the world interconnected the world is rapidly becoming a mixed global village where the role of languages is extremely important In such an integrated world integrated learning is viewed as a modern form of educational delivery CLIL represents an increasingly popular approach to language teaching and learning not only in Europe but also in other countries such as Japan Malaysia China and the United Arab Emirates Even though CLIL is not of a uniform nature and varies across the world one of the main arguments for its introduction is that it creates conditions for naturalistic language learning This book represents selected presentations given at the Ustro CLIL 2013 conference which brought together academicians researchers teachers and educational authorities from all over the world and provided them with the opportunity to exchange an interdisciplinary dialogue on CLIL methodologies as well as the purely practical consequences of implementing such pedagogies in institutional educational practices at the primary secondary or tertiary level As such collection embraces original contributions across a range of

areas of CLIL **Examination Results in Selective and Nonselective Schools** Jane Steedman,1983 *Teacher's Skills Tests For Dummies* Colin Beveridge,Andrew Green,2014-06-03 If you re preparing for the newly revised Numeracy and Literacy Skills Tests Teacher s Skills Tests For Dummies is your one stop for both exams providing you with subject matter review revision and practice tests you need to tackle the tests with confidence and succeed Written by expert authors in Maths English and Education with the credentials to prove it Teacher s Skills Tests For Dummies provides you with A review of the key maths and English concepts you need to know to do well Full length practice tests and tons of additional practice questions Online accessible audio tests for spelling and mental arithmetic to better prepare you for the actual test Tips and tricks along with mistakes to avoid to become a better test taker With this book and a bit of work on your part you ll be positioned to pass your skills tests and gain that coveted place on a teacher training course **Changing the Subject** J. Myron Atkin,Paul Black,2005-11 This book is based on a set of stories from teachers and education professionals in thirteen OECD countries Twenty three case studies tell of innovations in practice involving school teachers inspectors academics and policy makers Numeracy Tests For Dummies Colin Beveridge,2012-05-14 The easy way to get practice and excel at numeracy tests Whether you re looking for a new job applying to certain university courses or attempting to join the military you re increasingly likely to face a numeracy test as part of the screening process And the only way to prepare for a numeracy test is practise Numeracy Tests For Dummies is an accessible one stop guide to pass these test Featuring expert advice instruction review and plenty of practise Numeracy Tests For Dummies will help you succeed Numeracy Tests For Dummies contains instruction and revision on Basic mathematical knowledge and skills Data interpretation Quantitative reasoning Numerical sequencing *Resources in Education* ,1998-07 **Understanding Undergraduates** Celia Popovic,David A. Green,2012-08-06 Most university teachers have ideas about the typical good or not so good student in their classes but rarely do they share these thoughts with others By keeping quiet about the preconceptions or stereotypes they harbour teachers put themselves at risk of missing key evidence to help them revise their beliefs more importantly they may fail to notice students in real need of their support and encouragement In this unique work the authors explore UK and US university teachers beliefs about their students performance and reveal which beliefs are well founded which are mistaken which mask other underlying factors and what they can do about them So is it true for instance that British Asian students find medicine more difficult than their white counterparts or that American students with sports scholarships take their studies less seriously Is it the case that students who sit at the front of the lecture hall get better grades than those who sit at the back By comparing students demographic data and their actual performance with their teachers expectations the authors expose a complex picture of multiple factors affecting performance They also contrast students comments about their own study habits with their views on what makes a good learner For each preconception they offer clear advice on how university teachers can redesign their courses introduce new activities and assignments and communicate effective learning strategies

that students will be able to put into practice Finally the authors explore the ramifications of teachers beliefs and suggest actions that can be taken at the level of the institution department or programme and in educational development events designed to level the playing field so that students have a more equitable chance of success Ideal for both educational developers and university teachers this book reveals general tendencies and findings that will inform developers own work with university teachers provides practical guidance and solutions for university teachers to be able to identify and address students actual rather than assumed needs explores means of addressing and challenging people s natural tendency to rely on preconceived ideas and stereotypes and explains an action research method that educational developers can use on their own campuses to unravel some of the local preconceptions that may be hampering student success How To Make It In The City Debbie Harrison,2012-05-31 A City career can mean a life in the fast lane a monstrous salary and bonus package with an expense account to match Or it could mean working in a grey suit in a grey organization with a gold watch as the only bright spot on the horizon If you want to succeed and have fun you need to know where to start who s who in the profession of your choice and how to network Good qualifications are a must in certain fields but in the City drive enthusiasm and charisma are what really count If it s a City career you re after this guide should keep you two steps ahead of the competition Exceptionally Gifted Children Miraca U. M. Gross,2004 Miraca Gross award winning 20 year long study of 60 young people of IQ 160 continues in this revised and updated new edition 14-19 Education and Skills Ruth Kelly,Great Britain. Department for Education and Skills,2005 This White Paper details the Government s 10 year reform programme for secondary and post secondary education for 14 19 year olds and sets out its response to the recommendations of the Tomlinson report Working Group on 14 19 Reform final report available at www.14-19reform.gov.uk published in October 2004 Proposals include i retention of GCSEs and A levels as the cornerstones of the education system rather than adopting a universal baccalaureate style qualification but making improvements such as ensuring it is impossible to get a GCSE grade C or above without functional numeracy and literacy skills promoting science GCSEs allowing the most able A level students to take HE modules in the sixth form and reducing the assessment burden at A level ii introducing new specialised Diplomas covering both academic and vocational subjects as well as work experience at three levels equivalent to foundation GCSE and advanced level The first four Diplomas will be available by 2008 for information and communication technology ICT engineering health and social care creative and media subjects iii developing a pilot programme for 14 16 year olds by 2007 08 based on the post 16 Entry to Employment programme which will give pupils intensive personal guidance and support involve significant work based learning lead to a level 1 Diploma with a range of further options including apprenticeships iv other proposals including introducing models of moderated teacher assessment in compulsory subjects to help raise standards across the curriculum and introducing a pupil profile for all 14 year old to record their cross curricula achievements **Other People's Children: What happens to those in the bottom 50% academically?** Barnaby

Lenon,2018-04-30 In 2017 Barnaby Lenon previously the head master of Harrow School wrote a best selling book about high achieving state schools in England Much Promise Later that year he went on a tour of Further Education colleges and started to research the fortunes of those who do less well at school In Other People s Children he writes about the state of vocational education in England and the implications of his findings for a post Brexit economy **The Routledge Handbook of**

Second Language Acquisition and Individual Differences Shaofeng Li,Phil Hiver,Mostafa Papi,2022-05-30 The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction

Understanding Emotions in Mathematical Thinking and Learning Ulises Xolocotzin,2017-05-12 Emotions play a critical role in mathematical cognition and learning Understanding Emotions in Mathematical Thinking and Learning offers a multidisciplinary approach to the role of emotions in numerical cognition mathematics education learning sciences and affective sciences It addresses ways in which emotions relate to cognitive processes involved in learning and doing mathematics including processing of numerical and physical magnitudes e g time and space performance in arithmetic and algebra problem solving and reasoning attitudes learning technologies and mathematics achievement Additionally it covers social and affective issues such as identity and attitudes toward mathematics Covers methodologies in studying emotion in mathematical knowledge Reflects the diverse and innovative nature of the methodological approaches and theoretical frameworks proposed by current investigations of emotions and mathematical cognition Includes perspectives from cognitive experimental psychology neuroscience and from sociocultural semiotic and discursive approaches Explores the role of anxiety in mathematical learning Synthesizes unifies the work of multiple sub disciplines in one place *Kandukūri*

Virēśalingam, 1848-1919 John Greenfield Leonard,1991 Measurement and Research in the Accountability Era Carol Anne Dwyer,2005-03-30 This volume stems from the 2003 Educational Testing Service Invitational Conference that convened leading scholars and practitioners from education psychology economics statistics and public policy to discuss the important topic of measurement and ac *Comparing mathematics content in the National Assessment of Educational Progress*

(NEAP), Trends in International Mathematics and Science Study (TIMSS), and Program for International Student Assessment (PISA) 2003 assessments technical report. ,2006 **ECEL2006-5th European Conference on elearning , Study Material CSAT** YCT Expert Team , 2022 23 CTET Study Material Solved Papers with Answer Key

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