



## South Africa Curriculum Alignment (R-Z)

*The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:*

| Religious Studies, Grades 10-12  |  | Environment and Modern Agriculture | Healthful Eating |
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| <p>Learning Outcome 1:<br/>Variety of Religions<br/>The learner is able to demonstrate knowledge and understanding of a variety of religions and how they relate to one another.</p> | <p>GRADE 10<br/>LO1.1 Various clusters of religions</p> <ul style="list-style-type: none"> <li>● Religions in Africa</li> <li>● Religions in Europe</li> <li>● Religions in Asia</li> <li>● Religions in the Americas</li> <li>● Religions in Australasia and the Pacific</li> <li>● The relationship between the different religions found on a continent</li> <li>● The dominant religions per continent and the majority religion in the different countries found on a continent</li> <li>● The geographical location of different religions on a continent and the related statistics</li> </ul> <p>Grade 11<br/>LO1.1 Historical development of a number of religions</p> <ul style="list-style-type: none"> <li>● Main developments in religions of the world</li> <li>● Main developments in religions of South Africa</li> <li>● Major influences in the development of selected religions</li> </ul> | ✓                                  | ✓                |

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|  | <p>Grade 12</p> <p>LO1.1 Conceptual distinctions</p> <ul style="list-style-type: none"> <li>● Concepts that are often used in the context of religion: <ul style="list-style-type: none"> <li>○ Identity</li> <li>○ Uniqueness</li> <li>○ Unity</li> <li>○ Similarity</li> <li>○ Difference</li> <li>○ Comparability</li> </ul> </li> <li>● Use of concepts in appropriate contexts</li> <li>● Grade 10</li> </ul> <p>LO1.2 Historical overview of origins of a number of religions</p> <ul style="list-style-type: none"> <li>● Distinction between BCE (Before Common Era) and CE (Common Era): why these terms have been adopted</li> <li>● Calendars of various religions: Gregorian (solar), Islamic (lunar), Hebrew, Jewish, etc.</li> <li>● First signs of religion: burial practices, artwork</li> <li>● Early archaeological findings about religion in Africa and other continents: burial practices, artwork</li> <li>● When and where the clusters of religion developed: influence of technological developments, different eras of development, families of religions, geographical locations, timelines, common features of religions within a cluster</li> <li>● Origins of religions in South Africa: archaeological evidence, historical overview of developments (interaction over time), influence of different cultures with their own religions visiting / working in the country across the centuries</li> </ul> <p>Grade 11</p> <p>LO1.2 The mutual interdependence of religion and social factors</p> |  |  |
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How is religion related to wider social factors in:

- Hunter-gatherer societies, e.g. Khoisan
- Early food producers
- Early state societies
- Societies of more advanced technology
- Modern, technological society
- Post-modern society

Grade 12

LO1.2 Analysis of the internal differentiations within a number of religions

All religions display a wealth of internal differentiations. Learners may focus on some subdivisions/ different schools of thought/ branches in a number of religions in South Africa, including:

- African religions
- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam
- Other worldviews

The main features of such differentiations, with reference to teaching, philosophy, governance and practices.

Grade 10

LO1.3 Statistical situation concerning various religions

- Religious categorisation
- How statistics are obtained: organisational, surveys, polls, census, etc.
- Reliability of statistics: challenges in collecting reliable data, how to increase reliability, danger of assumptions and generalisations
- Problem areas in using statistics, and finding solutions: how to

present (compile charts, graphs and tables) and interpret (describe trends, patterns) the data

- The most important statistical data in connection with religions in South Africa, Africa and the world today: current and/or recent statistical reports
- Analysis of demographic data to describe the situation in various religions, for example: geographical location of clusters of religions, where a religion originated from and how it has spread over time, etc.

Grade 11

LO1.3 Patterns of mutual influence and adaptation between religions

Kinds of relationships that have existed between religions in the past

- Sikhism and African Initiated Churches as example of very strong mutual influence between religions
- Christianity, Islam, the Baha'i Faith and Buddhism as examples of missionary religions
- African Religion, Judaism and Hinduism as examples of non-missionary religions
- What are the distinctions between important concepts such as mission, evangelism, proselytisation, revitalisation, ecumenism, syncretism and religious colonialism or imperialism?

Grade 12

LO1.3 Unique features of various religions

- What various religions believe to be their own uniqueness, i.e. what makes them different from other religions

Grade 10

LO1.4 Analysis of religious interaction

Concepts that characterise the interaction between religions:

- Tolerance
- Respect
- Dialogue
- Conflict
- Fundamentalism
- Pluralism
- Propaganda
- Indoctrination
- Syncretism

Definition of each concept; everyday and religious definition  
How the concepts are reflected in and impact on religious interaction.

Grade 11

LO1.4 Approaches aimed at dialogue between religions

- Attitudes of a variety of religions to one another
- Interpretations of a variety of religions towards one another

Grade 12

LO1.4 History and present dynamics of interreligious relationships in South African, African and international communities

- Overview of the history of inter-religious relationships (through written sources, interviews and literature)
- Overview of the present dynamics (through written sources, interviews and literature)
- Organizations which include the promotion of inter-religious dialogue – describe their background, purpose and impact

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| <p>Learning Outcome 2:<br/>Common features on religion as generic and unique phenomenon<br/>The learner is able to analyse, relate and systematise universal dimensions of religion.</p> | <p>Grade 10<br/>LO2.1 Various definitions of religion</p> <ul style="list-style-type: none"> <li>● What a definition does: everyday explanation</li> <li>● Various definitions of religion, e.g. narrow, broad, substantive, functional, normative, descriptive, denotative, connotative</li> </ul> <p>Grade 11<br/>LO2.1 Significance of symbols in religion</p> <ul style="list-style-type: none"> <li>● Understanding of the term symbol</li> <li>● Importance of symbols in religion</li> <li>● The role symbols play in: <ul style="list-style-type: none"> <li>○ representing something</li> <li>○ presenting something</li> </ul> </li> <li>● Symbols central to various religions, including origin and significance, and how and when they are used</li> <li>● How the meaning of symbols change over time</li> </ul> <p>Grade 12<br/>LO2.1 Roles of teaching in a variety of religions<br/>Religious teachings may differ and play a variety of roles in different religions.<br/>How the concept 'teaching' differs from:</p> <ul style="list-style-type: none"> <li>● Belief</li> <li>● Doctrine</li> <li>● Dogma</li> <li>● Parable</li> <li>● Myth</li> <li>● Ideology</li> </ul> <p>The roles of these and teaching in various religions</p> <p>Grade 10</p> |  |  |
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LO2.2 Define religion and relate to other concepts

- Understanding of the term 'religion': personal definition
- How the term religion relates to other concepts, e.g. worldview, ethical system, indigenous knowledge system and belief system – areas of overlap

Grade 11

LO2.2 Theories about religion

- Understanding of the term theory
- Theory in a religious context
- Functionalist and conflict theories

Grade 12

LO2.2 The central teachings in one religion

- Core teachings of one religion, including the following components:
  - The nature of divinity
  - The nature of the world
  - The nature of humanity, with reference to community and the individual
  - The place and responsibility of humanity in the world
  - The origin and the role of evil
  - The overcoming of evil
  - Life after death

Grade 10

LO2.3 Aspects of understanding religion

Aspects of coming to an understanding of religion:

- Establishing the basic facts of religions: emerging patterns and correlations
- Understanding religions from the point of view of the adherents: what

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|  | <p>/ how, why</p> <ul style="list-style-type: none"> <li>● The distinctions between Religion Studies and Religious Education (as defined in the Religion and Education Policy): areas of overlap, intention</li> </ul> <p>Grade 11</p> <p>LO2.3 The nature and roles of narrative and myth in religions</p> <ul style="list-style-type: none"> <li>● The term ‘narrative’</li> <li>● The concept ‘myth’</li> <li>● Different kinds of myth.</li> <li>● The variety of roles of myth or mythical elements in religion</li> <li>● Analysis of a number of narratives and myths in religions</li> </ul> <p>Grade 12</p> <p>LO2.3 Sources in several religions</p> <p>How the following normative sources occur in several religions:</p> <ul style="list-style-type: none"> <li>● Contemporary inspiration (e.g. in African religion)</li> <li>● Oral tradition</li> <li>● Sacred books</li> </ul> <p>The origin and development of normative sources in different religions</p> <p>Grade 10</p> <p>LO2.4 Dimensions common to all religions</p> <p>Common features of various religions, including:</p> <ul style="list-style-type: none"> <li>● Views concerning divinity, the cosmos, humanity, knowledge, the good and the beautiful</li> <li>● Sacred and normative tradition: position of tradition in different religions</li> <li>● Narrative and myth: creation, foundation, endtime, etc.</li> <li>● Ethics: commandments, precepts, laws, moral principles, etc.</li> <li>● Ritual: different purposes</li> </ul> |  |  |
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- Symbol: role of symbols
- Spiritual experience or spirituality: transcendent, immanent, mystic unity
- Faith: the meaning of faith
- Organisation: local, national and international religions

Grade 11

LO2.4 Types of rituals and their role in religions

- Understand of the concept 'ritual'
- Origin and significance of various rituals, including how rituals relate to specific historical events
- Common characteristics of rituals
- Distinguish between different kinds of ritual
- Distinguish between the variety of roles of ritual in religion
- Link between rituals and various religions
- Ritual as a representation of the beliefs/principles of a religion

Grade 12

LO2.4 Ways of interpreting normative sources or traditions in one religion  
Hermeneutical principles of interpreting the normative sources in a religion, for example: context, changing interpretation, perspective of reader, etc.

Grade 10

LO2.5 Origins of various religions

Unique development of religions through time

How various religions began:

- Religions without founders
- Religions with founders

Why various religions began

Influences in the formation of religions including:

- Founders: mystic vs. prophetic, general characteristics and how these manifest in different religions, role of founders, profiles of various founders
- Prophets: general characteristics and how these manifest in different religions, role of prophets, profiles of various prophets
- Reformers; general characteristics and how these manifest in different religions, role of reformers, profiles of various reformers

Note: Whereas 10.1.2 deals with when religions started, 10.2.5 deals with how they started.

#### Grade 11

LO2.5 Concepts of faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion

- The meaning of the above concepts
- How the concepts occur in various religions
- Ways in which religion is reflected in specific works of art (e.g. architecture, literature, music, dance, dress, cuisine, etc.) and interpret their religious significance

#### Grade 12

LO2.5 Interpret selected part(s) from normative source(s) in one religion  
Interpretation of selected parts of one important normative source in any one religion, such as:

- African oral and written tradition
- The Tanach
- The Bible
- The Qur'an
- The Vedas
- The Pali canon
- The Kitab-i-Aqdas

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|  | <p>Note: Knowledge of an original language is not required for this exercise.</p> <p>Grade 10<br/>LO2.6 Social forms, institutions and roles of religion<br/>The role of social forms, institutions and roles in religion<br/>Social forms and/or institutions that have been produced in various religions:</p> <ul style="list-style-type: none"> <li>● Monarchies</li> <li>● Oligarchies</li> <li>● Democracies</li> <li>● Division of power between central organisation and local organisations</li> </ul> <p>Characteristics and functions of roles produced in various religions, for example: Elder, Guru, Healer, Imam, Minister, Monk, Nun, Pastor, Priest, Priestess, Prophet, Pundit, Rabbi, Roles based on birth right, Scholar, Teacher, Reformer, Civil Activist, Politician, Founder, Monastic, Missionary, Liberator, Diplomat, etc.</p> <p>Grade 12<br/>LO2.6 Analysis of any one secular worldview</p> <ul style="list-style-type: none"> <li>● Any secular worldview with reference to the definition of religion and universal dimensions of religion, for example: atheism, agnosticism, humanism, materialism, etc.</li> <li>● The origin, purpose and influencing factors behind the worldview (e.g. founder, world events, etc.)</li> </ul> |   |   |
| <p>Learning Outcome 3: Topical issues in society The learner is able to reflect critically and constructively on topical issues in society from a Religion</p> | <p>Grade 10<br/>LO3.1 Topical issues in South Africa, Africa and the world<br/>Explore topics from a Religion Studies perspective, for example: abortion, euthanasia, crime and punishment, genetic cloning, suicide, capital</p>  |  |  |

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| <p>Studies perspective and apply such insights.</p> | <p>punishment, gender relations and equality, poverty, etc.<br/>         Analysis of topics in terms of the following:</p> <ul style="list-style-type: none"> <li>● How the topics manifest themselves: patterns, evidence</li> <li>● Their causes</li> <li>● Their consequences</li> <li>● How they are understood from a variety of religious perspectives</li> </ul> <p>Grade 11<br/>         LO3.1 Relationships between religion and the state at various times<br/>         With reference to various religions in history, critically analyse the relationships between religion and state from a Religion Studies perspective, including:</p> <ul style="list-style-type: none"> <li>● No differentiation</li> <li>● Theocracy</li> <li>● State religion</li> <li>● Secularism</li> <li>● Co-operative model</li> </ul> <p>How religious beliefs influence the development of state policies and practices, including examples thereof</p> <p>Grade 12<br/>         LO3.1 Religious freedom, human rights and responsibilities in different religions</p> <ul style="list-style-type: none"> <li>● Sources available in different religions pertaining to 'religious freedom', 'human rights' and 'responsibilities'</li> <li>● How different religions are practically involved in promoting these ideas</li> </ul> <p>Grade 10<br/>         LO3.2 Principles of ethical decision-making pertaining to public life in</p> |  |  |
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different religions

How people in different religions come to decisions regarding social ethics:

- The sources of ethical decision-making, including how religions look at the question of what is right and wrong: use of sacred stories, sacred texts, sacred rituals, social structure, religious experience, religious belief as sources
- The principles of harmonious social existence expounded by various religions: laws, teachings, ethics

Grade 11

LO3.2 Relationship between religion and politics at various times

The relationship between religions and politics in terms of the following questions:

- Views of religions about politics
- How religion influences political life
- How politics influence religion
- Aspects should include the following: colonialism, imperialism, liberation and transformation

Grade 12

LO3.2 Develop a strategy for seeking a solution to a major social problem

The main elements of finding a solution:

- Identifying and analysing the problem (such as HIV and Aids, poverty and substance abuse, etc.)
- Outlining and considering the religious sources available
- Outlining practical steps to be taken towards a solution

Grade 10

LO3.3 Relationship between religions and economics at various times

The relationship between religions and economics in terms of:

- Religious views on the relationship between religions and economics
- Religious attitudes towards money
- Ethical principles in religions pertaining to economics
- Ways in which religions influence economic life: religious institutions as employers, property owners, consumers, income generators
- Ways in which economic life influences participation in religions: income generated from involvement in religious work compared to salaries paid in other sectors, etc.
- Aspects to look at may include:
  - Working for religion
  - Reward
  - Wealth and poverty: religious view of ownership of possessions and what workers should be happy with
  - Justice

#### Grade 11

##### LO3.3 Interdependence of religions and the natural environment

- The influence of the natural environment on religion, including effect of natural disasters on religious beliefs
- The influence of religion on the natural environment
- Perspectives of different religions concerning issues such as the greenhouse effect, alternative energy sources, etc.
- Aspect may include:
  - Religious views
  - Ethical principles
  - Practical involvement
  - Environmental justice and enjoyment

#### Grade 12

##### LO3.3 Role of media in influencing public opinion regarding religion

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|  | <ul style="list-style-type: none"> <li>● Religious issues reported on in the media</li> <li>● The different media presenting information on religion</li> <li>● Link between distinct media and different religions</li> <li>● Message conveyed about religion in the various media and how this impacts on public opinion</li> </ul> <p>Grade 11</p> <p>LO3.4 Co-responsibility and co-operation of religions in the improvement of quality of life</p> <ul style="list-style-type: none"> <li>● Reasons why religions share responsibility for quality of life in society</li> <li>● Religious resources available to assume co-responsibility to improve quality of life</li> <li>● Examples of co-operation between religions to improve quality of life in society</li> <li>● How religion impacts on society</li> </ul> |   |   |
| <p>Learning Outcome 4:<br/>Research into and across religions</p> <p>The learner is able to apply skills of research into religion as a social phenomenon, and across religions.</p> | <p>Grade 10</p> <p>LO4.1 Analysis of important principles of research in Religion Studies</p> <ul style="list-style-type: none"> <li>● Main types of research: scientific and humanistic approaches and processes</li> <li>● The research process: role of researcher, statement of problem, place and time-frame, methodology, participants, data collection, data analysis, report on findings</li> <li>● Definition of the concepts objectivity, subjectivity, neutrality, impartiality and insider and outsider perspectives</li> <li>● The application of these insights to historical and social understanding of religion</li> </ul> <p>Grade 11</p>   | ✓ | ✓ |

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|  | <p>LO4.1 Interviews on gender issues<br/>Design structured interviews taking into consideration gender; religion; culture and economic backgrounds.<br/>The process involves:</p> <ul style="list-style-type: none"> <li>● Identifying the people to be interviewed</li> <li>● Developing the questions to be asked</li> <li>● Establishing how interviews should be conducted</li> <li>● Presenting an objective report</li> <li>● Discussion in class</li> </ul> <p>Grade 12</p> <p>LO4.1 Religion in areas of conflict in South Africa, Africa and the world</p> <ul style="list-style-type: none"> <li>● Study of two/ three areas of recent conflict: <ul style="list-style-type: none"> <li>○ Analyse these situations.</li> <li>○ In what ways is religion part of the problem?</li> </ul> </li> <li>● In what ways is religion part of the solution by the prevention of conflict and by peacemaking?</li> </ul> <p>Grade 10</p> <p>LO4.2 Observing rituals<br/>This investigative process provides learners with the opportunity to develop observation skills. This process involves:</p> <ul style="list-style-type: none"> <li>● Identify the religions and rituals, including rites of passage</li> <li>● Establish contact with the relevant persons</li> <li>● Attend and observe, including observation protocol</li> <li>● Present an objective report</li> <li>● Discussion in class</li> </ul> <p>Grade 11</p> <p>LO4.2 Relaxation and leisure from an ethical point of view</p> |  |  |
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- The relationship between work and leisure.
- Forms of relaxation and recreation in individual and community life.
- Relaxation and recreation in various religions.
- Compile and analyse representative advertisements and sponsorships related to leisure activities.
- The ethics of the leisure industry.

#### Grade 12

##### LO4.2 Relationship between religion and the natural sciences

The relationship between religion and the natural sciences with reference to views of creation and evolution.

#### Grade 10

##### LO 4.3 Interviews on relationships between religions

This investigative process provides learners with the opportunity to develop interviewing skills. The important aspects are the following:

- Choosing a topic
- Qualities of the interviewer
- Types of interviews: structured, semi-structured, unstructured
- Developing the questions: how to pose questions
- Establishing how interviews should be conducted, including interview protocol (opening, posing of questions, closing, etc.)
- Recording interviews: written, tape recording, etc.
- Identifying the people to be interviewed
- Arrangements for the interview session: invitation, time, venue, recording tools, etc.
- Compiling the interview report
- Presenting the report
- Discussion in class

| Tourism, Grades 10-12  | Environment and Modern Agriculture   | Healthful Eating  |
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| <p>Learning Outcome 1: Tourism as an interrelated system<br/>The learner is able to evaluate the tourism industry as an interrelated system.</p> | <p>1.1<br/>Grade 10<br/>Demonstrate an understanding of</p> <ul style="list-style-type: none"> <li>• The concepts ‘tourism’ and ‘tourist’</li> <li>• The reasons why people travel</li> <li>• The sectors, sub-sectors and role players in the tourism industry (e.g. role-players in the tourism distribution channel, support services, marketing agencies, policy makers)</li> <li>• Services and products offered by the various sectors</li> </ul> <p>Grade 11<br/>Analyse the interdependence and interrelationship between the sectors, sub-sectors and role-players, and their impact on service delivery.</p> <p>Grade 12<br/>Evaluate and report on the impact that the provision of service excellence has on economic growth and community development in the country, and make recommendations for improvement.</p> <p>1.2<br/>Grade 10<br/>Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors</p> <p>Grade 11</p> |  |

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|  | <p>Discuss ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country</p> <p>Grade 12<br/>Discuss government’s strategy with regard to redressing past imbalances in tourism participation</p> <p>1.3<br/>Grade 10<br/>Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services.</p> <p>Grade 11<br/>Investigate and identify the knowledge, skills and values required to function successfully within the tourism industry</p> <p>Grade 12<br/>Investigate and report on the working conditions, opportunities for further development and code of conduct in a chosen field.</p> |  |   |
| <p>Learning Outcome 2:<br/>Sustainable tourism<br/>The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.<br/>This learning outcome has been designed to develop</p> | <p>2.1<br/>Grade 10<br/>Demonstrate an understanding of the concepts ‘environment’, ‘eco-tourism’ and ‘sustainable and responsible’ tourism.</p> <p>Grade 11<br/>Evaluate the environmental components present in the local community that are indicative of tourism potential.</p> <p>Grade 12</p>   |  |  |

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| <p>knowledge, skills and values of learners towards the environment in which they live, both socially and ecologically, and the existing infrastructure so as to explore the tourism potential within their communities. Focusing learner’s attention on the country’s icons, symbols and heritage instils national pride. Learners also explore entrepreneurial opportunities, utilising indigenous knowledge where applicable.</p> | <p>Evaluate environmental, social and economic factors impacting on sustainable and responsible tourism Development.</p> <p>2.2<br/>Grade 10<br/>Examine the role of the community in protecting the environment</p> <p>Grade11<br/>Draft an implementation plan to upgrade the local environment.</p> <p>Grade 12<br/>Investigate and report on strategies that are in place globally to protect the environment.</p> <p>2.3<br/>Grade11<br/>Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for improvement.</p> <p>Grade 12<br/>Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these.</p> <p>2.4<br/>Grade 10<br/>Demonstrate an understanding of the concepts ‘heritage’ and ‘world heritage site’ and discuss criteria for the declaration of a world heritage site.</p> <p>Grade 11</p> |  |  |
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|  | <p>Explore local heritage sites of significance and explain why these sites are significant.</p> <p>Grade 12<br/>Explain how diversity and heritage are used to market and promote inbound and domestic tourism.</p>   |  |   |
| <p>Learning outcome 3: Tourism geography, attractions and travel trends</p> <p>The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events / occurrences have on a destination.</p> <p>This learning outcome enables learners to analyse and critically evaluate geographical information from a variety of sources to locate destinations, determine the reasons why tourists choose particular destinations, and provide advice to tourists to assist them to meet their needs. Learners will interpret statistics related to travel trends and explore the impact of major tourism</p> | <p>3.1<br/>Grade 10<br/>Apply map-reading skills to identify and locate physical features, borders, landmarks and so on for use in a tourism context.</p> <p>Grade 11<br/>Explain why specific attractions and/or physical features are regarded as icons and determine their location globally</p> <p>Grade 12<br/>Demonstrate an understanding of time zones and daylight saving time and describe the impact that this has on travel planning and traveling</p> <p>3.2<br/>Grade 10<br/>Interpret distance tables to determine distances between South Africa’s major cities</p> <p>Grade 11<br/>Determine the transport services that operate between South Africa’s cities and gateways, and interpret transport timetables and schedules</p> <p>Grade 12</p> |  |  |

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| <p>events, world affairs and unforeseen occurrences on travel trends. They will understand that tourists visiting an area contribute directly to economic growth and job creation, thus contributing towards community improvement.</p> | <p>Source information and develop a tour plan to match different tourist profiles</p> <p>3.3</p> <p>Grade 10</p> <p>Investigate and discuss South Africa’s role in terms of supporting tourism in the SADC region</p> <p>Grade 11</p> <p>Analyse, evaluate and report on each SADC country as a tourist destination in terms of:</p> <ul style="list-style-type: none"> <li>● Accessibility</li> <li>● Infrastructure</li> <li>● Main attractions and/or tourist activities</li> </ul> <p>Grade 12</p> <p>Access information to advise tourists traveling between countries about the following:</p> <ul style="list-style-type: none"> <li>● Health and safety</li> <li>● Travel entry documents and regulations</li> <li>● Customs requirements</li> </ul> <p>3.4</p> <p>Grade 10</p> <p>Analyse and report on tourism arrival statistics to determine:</p> <ul style="list-style-type: none"> <li>● Foreign market share</li> <li>● Length of stay in each province</li> <li>● Average expenditure per province</li> </ul> <p>Grade 11</p> <p>Determine the reason why tourists visit each province and suggest ways of marketing a new tourist development in the region</p> |  |  |
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|  | <p>Grade 12<br/>Discuss the role of SA Tourism in marketing South Africa and the importance of maintaining a balance between new and existing markets</p> <p>3.5<br/>Grade 10<br/>Discuss the value that foreign exchange adds to the economy</p> <p>Grade 11<br/>Examine the buying power of the South African rand in relation to other currencies and its effect on tourism</p> <p>Grade 12<br/>Apply numeracy skills to convert major foreign currencies into South African rand and vice versa</p> <p>3.6<br/>Grade 10 Demonstrate an understanding of the concepts 'global event', 'political situation' and 'unforeseen occurrences'</p> <p>Grade 11<br/>Explain the benefits of hosting a global event within a tourism context</p> <p>Grade 12<br/>Research current affairs and recent political situations on a global scale and evaluate the impact these have on tourism trends</p> |  |  |
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| <p>Learning Outcome 4: Customer Care and Communication</p> <p>The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.</p> <p>The primary focus of this learning outcome is to enable learners to understand and apply communication and problem-solving skills to facilitate excellent service delivery. Learners will gain knowledge of the importance of co-operation and function as members of a team</p> | <p>4.1</p> <p>Grade 10<br/>Demonstrate an understanding of the impact of perception on effective communication and business profitability</p> <p>Grade 11<br/>Demonstrate ways to interact effectively in a diverse environment to ensure consumer satisfaction.</p> <p>Grade 12<br/>Describe the relevant aspects and cultural needs of tourists who visit South Africa</p> <p>4.2</p> <p>Grade 11<br/>Describe the correct procedures to follow when dealing with different types of customer complaints</p> <p>Grade 12<br/>Describe ways and recommend alternative methods to obtain customer feedback, and analyse findings to confirm customer satisfaction</p> <p>4.3</p> <p>Grade 10<br/>Recognise what compromises service and explain the importance and value of providing quality service</p> <p>Grade 11<br/>Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts</p> |  |  |
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|  | <p>Grade 12<br/>Understand own contribution towards achieving service excellence and develop different strategies to achieve and maintain quality service</p> <p>4.4<br/>Grade 10<br/>Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals</p> <p>Grade 11<br/>Function as a member of a team in order to achieve team goals</p> <p>Grade 12<br/>Review the effectiveness of own participation in the team and report on how teamwork supports the delivery of quality service</p> <p>4.5<br/>Grade 10<br/>Determine the various types of equipment and technology used to communicate in a business environment</p> <p>Grade 11<br/>Select the most appropriate method to communicate in a variety of contexts</p> <p>Grade 12<br/>Apply available technology to communicate</p> |  |  |
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