

ADDENDUM A

30 YEARS OF EXCELLENCE

Sabi Sabi has set high standards in responsible tourism. This private game reserve practises Fair Trade in tourism. Sabi Sabi has also made progress in uplifting and offering training opportunities to staff. They try to uplift disadvantaged children living nearby.

Sabi Sabi is ahead of most other game reserves in practising 'responsible tourism'. This was one of the first tourism operations to create an artificial wetland that deals with waste water.

This system won the private game reserve several *Imvelo Awards* for conserving the environment. Another eco-project is the removal of fast-growing alien plants and trees.

In 1995, Sabi Sabi won their first international award for their efforts to improve the lives of their 200 staff members. They come from the nearby towns of Justicia, Huntington and Lillydale.

Sabi Sabi was one of the first tourism destinations to receive a certificate for Fair Trade in Tourism.

Many of their upliftment efforts have been in education. For example, the Lillydale Environmental Education Centre is run by the community but supported by Sabi Sabi. This centre has many functions and encourages tourism that takes care of the environment. It encourages local people to conserve their resources. Sabi Sabi also promotes Shangaan culture.

The communities close by are given adult lessons to teach them English and business skills.

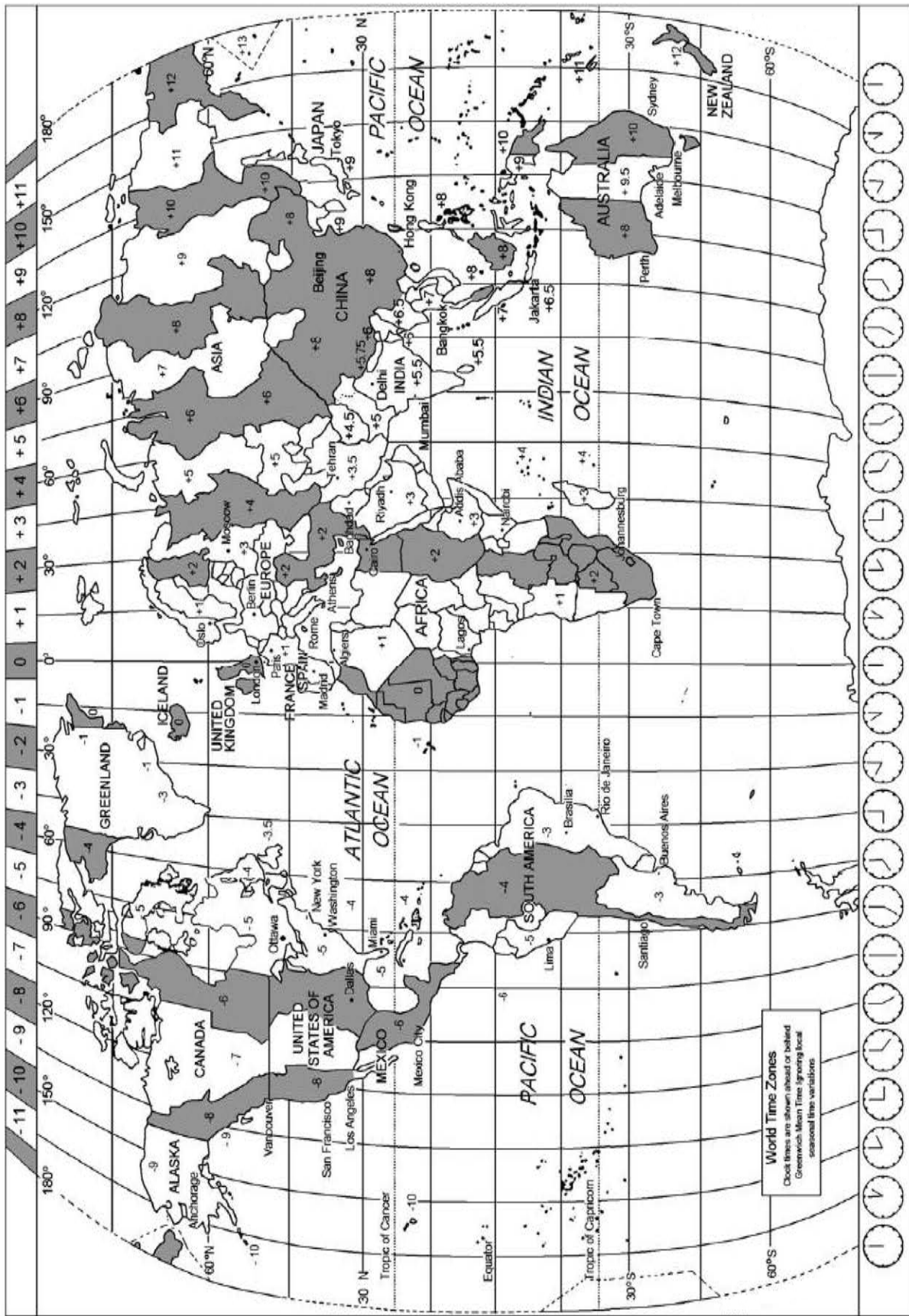
Sabi Sabi has set up a bicycle programme that gets bikes to high school children. These children used to have to walk 7 km to 11 km to school every day. The bicycle programme teaches the children about ownership and teamwork. They learn to take care of their bikes. They learn a little about how to save money, too.

Sabi Sabi has also invested in education programmes like 'Reach and Teach' and 'Teach the Teachers'.

It is appropriate that Sabi Sabi's slogan is 'Yesterday, Today and Tomorrow'.

[Adapted from: <<http://www.southafrica.net/za/en/articles/entry/article-southafrica.net-sabi-sabi-responsible-tourism>>]

ADDENDUM B WORLD TIME ZONE MAP



ADDENDUM C – QUESTION 5

Marking rubric for concept map

Criteria	6	4	3	2	1	0	Possible score
<ul style="list-style-type: none"> The various sectors and sub-sectors in Tourism Example for each of the recommended sectors Budget taken into account in choices of examples recommended 			All THREE of the bullets are mentioned ×2	Only TWO of the bullets are included ×2	Only ONE of the bullets is included ×2	None of the 3 bullets is mentioned	3 × 2 = 6
<ul style="list-style-type: none"> Mr Chen's needs and expectations identified 			At least 3 examples of needs and 3 examples of expectations provided	2 examples of needs and 2 examples of expectations provided	Only 1 example is mentioned for each, or 2 of the needs or 2 of the expectations mentioned	No needs or expectations identified	3
<ul style="list-style-type: none"> Travel documents South African customs regulations Health regulations and recommendations Safety recommendations Appropriate method of payment for Mr Chen Safe and responsible behaviours when interacting with the local communities with regard to the tourists' code of ethical behaviour 	All 6 of these bullets addressed, with at least 2 points made for each bullet ×2	5 of these bullets addressed, with at least 2 points made for each bullet ×2	4 of these bullets addressed, with at least 2 points made for each bullet ×2	3 of these bullets addressed, with at least 2 points made for each bullet ×2	1-2 of these bullets addressed, with at least 2 points made for each bullet ×2	None of these bullets addressed	6 × 2 = 12
Links indicating interrelationship			All the possible links are indicated with a sense of their complexity	Some meaningful links are made	Links spread haphazardly like spaghetti over the page	No links are made	3
Layout of concept map			Layout logical	Layout has a few lapses in logic	Layout does not have logic	No layout discernible	3
Key			Key in different colours indicates the different concepts	Some minor problems in key	Major problems in key	No key	3

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ADDENDUM D – QUESTION 9

Marking rubric for essay

Criteria	4	3	2	1	0	Possible score
<ul style="list-style-type: none"> • Organisation and Mechanics 		Information is well organised with well-constructed paragraphs. No grammatical, spelling and/or punctuation errors	Paragraph constructed has minor lapses. A few slight grammatical, spelling and/or punctuation errors	Disorganised and many grammatical, spelling and/or punctuation errors		3
<ul style="list-style-type: none"> • Correct identification of the type of global circumstance impacting on tourism • Appropriate title given 		Both the type of circumstance and title correct or appropriate	One of the two are correct or appropriate		No title	3
<ul style="list-style-type: none"> • Evaluation of the impact on tourists themselves • Own examples provided 	Positive and negative factors mentioned. At least 4 points made (not necessarily two of each, as long as 4 points are made) Examples provided ×2	Positive and negative factors mentioned. At least 3 points made ×2	Positive and negative factors mentioned. At least 2 points made ×1	Positive and negative factors mentioned. At least 1 point made ×1	No evaluation of impact made on tourists	4 × 2 = 8
<ul style="list-style-type: none"> • Evaluation of impact of this situation on the destinations 	Positive and negative impact mentioned, all 4 bullets discussed ×2	Positive and negative impact mentioned, at least 3 bullets are discussed ×2	Positive and negative impact mentioned, at least 2 bullets are discussed ×2	Positive and negative impact mentioned, at least 1 bullet discussed ×1	No impact on the destinations discussed	4 × 2 = 8
<ul style="list-style-type: none"> • Understanding of Multiplier Effect in terms of load-shedding 	Sophisticated understanding of interrelatedness of Multiplier Effect and negative impact of load-shedding ×3	Clear understanding of negative multiplier effect linked to load-shedding ×3	Limited understanding of multiplier effect or not linked to load-shedding. ×2	Both limited and weakly linked ×1	No attempt at answer	4 × 3 = 12
<ul style="list-style-type: none"> • Understanding of GDP and its effect on load-shedding 	Sophisticated understanding of interrelatedness of GDP and negative impact of load-shedding ×3	Clear understanding of GDP linked to load-shedding ×3	Limited understanding of GDP or not linked to load-shedding ×2	Both limited and weakly linked ×1	No attempt at answer	4 × 3 = 12

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