

**THE DEVELOPMENT OF TOURISM AS A YOUNG SCHOOL SUBJECT. A
COMPARATIVE CURRICULUM ANALYSIS**

JOY PETERSEN

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I would like to dedicate this piece of work to the three important men in my life:

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My husband, Michael Petersen, who lives a life of hard work, and to

My son, Wade Petersen, who will come to understand that education, hard work and service to others is deeply satisfying, fulfilling and rewarding.

(iii)

DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Joy Petersen PTRJOY001

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LIST OF ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CIE	Cambridge International Examinations
DBE	Department of Basic Education
DEAT	Department of Environmental Affairs and Tourism
ID	Instructional Discourse
IGCSE	International General Certificate of Secondary Education
LPG	Learning Program Guidelines
NC (V)	National Certificate - Vocational
NCS	National Curriculum Statement
NDE	National Department of Education
NSC	National Senior Certificate
OBE	Outcomes- Based Assessment
OPD	Official Pedagogic Discourse
ORF	Official Recontextualising Field
PAT	Practical Assessment Task
PRF	Pedagogic Recontextualising Field
RD	Regulative Discourse
SAG	Subject Assessment Guidelines
SATOUR	South Africa Tourism
Umalusi	Council for Quality Assurance in GET and FET
WTO	World Travel Organisation

ABSTRACT

This dissertation is a comparative analysis of three different curricula with the aim of tracking key elements in the development of the South African tourism curriculum. Using Bernstein's theory of the reproduction of pedagogical discourse, the study elucidates the what and how of the intended and assessed tourism curriculum. Within a sociological framework, it employs specifically developed analytical tools to examine different facets of the curriculum. Throughout, the complex and dynamic nature of curriculum development is highlighted. The conclusion illuminates the difficulty of curriculum design of a young subject that has been developed from a fragmented canon and attempts a description of where the South African tourism curriculum finds itself at present.

CHAPTER ONE

INTRODUCTION

1.1 Background and motivation

I started teaching tourism in 2010 when tourism (as an activity) received maximum attention as South Africa was getting ready to host the first ever FIFA Soccer World Cup on African soil. The country was abuzz with activity, adding finishing touches to complete the stadia, airports and other infrastructural projects. South Africans prepared themselves, almost automatically to become hosts and tour guides to the mass of soccer stars and fans that was to besiege South Africa. The national pride was heightened, tangible. South Africa was the place to be, the focus of the world - tourism was at its pinnacle.

The euphoria spilled into the schools and classroom. Tourism was avowed as a choice elective school subject; it was relevant, exciting and interesting. The topics were stimulating and appealing, and the range of resources, including textbooks, maps and other material was easily comprehensible and aesthetically pleasing to the learners. At the time I was an economics teacher but teaching tourism, without field-related training or tourism specific knowledge or skills seemed doable, so I readied myself for the adventure of learning and teaching tourism.

However, I found myself stumbling over the topics and content and began to doubt my practice. I found myself bewildered by the nature and organization of the tourism knowledge, which was unfamiliar, and on closer inspection, unstructured. Having taught and been exposed to three different iterations of Economics, I was used to content that was stable and structured, that progressed as it moved up the grades. Economics was articulated in a unique terminology, the knowledge was founded on specific theories and allowed for the development of hypothesis, based on evidence. These factors contributed to a flow of the themes and enabled a systematic and logical approach when planning and teaching.

The tourism content was different. The curriculum statement for tourism was not completely explicit about the content to be covered. The knowledge appeared to be packaged loosely without following a specific sequence or theme, and articulated in a language that was close to that which we use every day. It was more practical than conceptual, more personal than abstract. It provided more opportunity for interactive teaching and learning. All these factors, (I would soon find out) impacted on the preparation and delivery of the course work. This was the motivation for the present research. I started delving into the origin and make-up of subject tourism and its development within the South African school context, as I hoped that an understanding of the constitution and organization could ease my pedagogical dilemma, and assist with my own practice in the classroom.

1.2 Scope and boundaries

Tourism was born a school subject in South Africa within the context of the new democratic dispensation. Produced against the uniquely South African milieu, it was created to meet the needs of businesses, redress historical inequities and create employment opportunities, and most saliently, increasing the national economy (Gross Domestic Product). This led to the construction of an integrated interdisciplinary curriculum, which included economics, business studies, geography, history and philosophy (Pawson, 2002:16). Introduced initially in 1994 as a pilot project in 16 Gauteng districts, its implementation was a partnership between the National Department of Education (NDE), Department of Environmental Affairs and Tourism (DEAT) and Reach and Teach, the driver of the programme.

The study conducted here takes the form of an analysis of the tourism curriculum offered in South African secondary schools. More specifically, it is carried out as a comparative analysis, comparing two versions of the South African tourism curriculum and an international one, namely:

- the curriculum as it was designed by the Department of Education in the form of the National Curriculum Statement (NCS) (Department of Education, 2003)
- the Department of Basic Education curriculum statement Curriculum and Assessment Policy Statement (CAPS) (Department of Basic Education, 2012)
- the Cambridge International General Certificate of Secondary Education (IGCSE) for Travel and Tourism (Cambridge International Examinations, Syllabus Code 0471 for June and December examinations, 2013).

In the study the concepts, curriculum-as-plan and the assessed curriculum were used as the foundation for the analysis. The planned or intended curriculum is contained in the official curriculum documents, learning guides and teaching plans and textbooks. They 'express the intentions of the Education Department and set out what is to be learnt and how it is to be learnt' (Hoadley and Jansen, 2009, 36). The assessed curriculum is expressed in the National Senior Certificate (NSC) examinations of the Department of Basic Education. These documents were used to contrast the prescribed and the attained curriculum.

The study commences with an investigation into the official selection of knowledge, as contained in the National Curriculum Statements to ascertain how the discourse and learning principles had been arranged, and how it was designed to be transmitted. Thereafter, a micro-analysis of the intentional curriculum, as found in various textbooks was conducted to assess how the prescription was reproduced in the learning material. An examination of the content coverage and the categories of cognitive demand enabled an assessment of the depth and breadth of the subject knowledge content. Lastly, the attained curriculum was analyzed using the NSC examination papers, to gauge the coherence and alignment of the intentional with the attained curriculum.

The educational landscape of South Africa and the role of the state were important considerations for the study. The plans for education after apartheid were directed toward addressing various inequalities, assisting with transformation and the promotion of democracy, resulting in a politically loaded curriculum. An aim of the study was therefore to capture, compare and interpret how the state's ideals were prioritized. To enable this process, an array of tools was developed that would suitably detail 'what' knowledge was contained in the subject, and 'how' this knowledge should be communicated in the classroom. The role and ideology of the state-appointed agents involved in the making (recontextualizing) of the classroom knowledge was also considered.

1.3 The research question

The research question is: *How has tourism discourse been recontextualised to create a South African school subject, Tourism, that encapsulates the intention of the state?*

The research question was conceived from the need to understand what the curriculum constituted and how it was meant to be communicated and assessed. Through the application of Bernstein's model of the pedagogic device in the production and reproduction of pedagogic discourse (1990, 2000), analysis was conducted on the basis of the following sub-questions:

1. Is the focus of the curriculum an instructional or regulative discourse?
2. What is the rationale for the prioritizing of the knowledge, skills and values in the curriculum?
3. Where does control lie in the teaching-learning process; and how has the control relation been reproduced in textbooks?
4. How have the depth (cognitive demand) and breadth (subject content knowledge) in the curriculum been balanced?
5. To what extent is the intended curriculum achieved in the attained curriculum?

The questions tackle some key sociological issues embedded in the curriculum text and reveal salient messages that the reproducers of knowledge (at the level of the state) seek to disseminate to users. Morias and Neves (2001:226) found in their analysis of the Portuguese science curriculum that the syllabus carries messages that contain the principles and norms which characterize a given socio-political context and reflects a set of options considered adequate to a given educational context. Their studies of school textbooks also found that although the syllabus reflects the discourse that was produced in the recontextualising field, 'the textbooks also reflect options which depend on the multiple relations between different pedagogic fields'. In essence, the intended -curriculum enables and determines a particular teaching and learning orientation. The study seeks to illuminate that.

1.4 Summary of chapters

Chapter Two - Literature review

In the literature review a case is made for using an analytical approach within a sociological paradigm. The theoretical underpinnings for the production and reproduction of the pedagogical discourse are elucidated. The novelty and peculiarities of the discourse of tourism are assessed and the South African approach defined.

Chapter Three - Research paradigm and methodology

The chapter covers the design of the investigation, including the method for analysing the documents. The unit of analysis that was applied is explained and justified. Validity issues and shortcomings of the study are also addressed.

Chapter Four - Research Instruments

Here the various analytical tools that were developed for the study are introduced and presented. Each curricular item was provided its unique analytical tool, designed in terms of the research question and sub-questions posed earlier.

Chapter Five - Data analysis and results

This chapter discusses the application of the various analytical tools for the different curriculum items and the results. Each element of each case is analyzed and compared. The results are presented on tables and graphs containing the individual and comparative results.

Chapter Six - Discussion of findings

The findings of each investigation are presented and discussed in this chapter.

Chapter Seven - Conclusions

The chapter reflects upon the study and offers some discussion of the key challenges and developments of subject tourism. The complexity of the tourism discourse as a consequence of its novelty and fragmented nature is illuminated. The South African tourism curriculum is located within the framework provided by Tribe and Airey (2007) that maps the journey the tourism education has taken thus far.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature commences with a motivation for using an analytical approach within a sociological paradigm. Thereafter five elements of curriculum are examined, the theoretical underpinnings are explained and a discussion of the sociological interpretations follows. Lastly, the epistemological challenges of tourism as a discourse are presented and the South African context elucidated.

2.2 Rationale for an analytical approach

George Posner states that 'every curriculum represents a choice as to how to approach the education of students' (1992:45); the approach chosen will depend on the beliefs and assumptions (philosophies and perspectives) of the developers of curriculum. A cognitive approach he asserts places the focus on how people can learn and make sense of the world to think more creatively and productively. An experiential approach is aimed at preserving the cultural heritage of a nation, while a behavioural approach will respond to questions like what should the learner be able to do and what experiences will lead to the healthy growth of an individual. An analysis of the curricula, whatever the approach or hoped-for result, he concurs, will permit a view of 'what the educational landscape allows us to see, and what each obscures from our view' (Posner, 1992:46).

Jansen and Reddy (1988:2) define the concept of curriculum analysis as the process of unpacking the curriculum in order to understand why and how the different component parts (learning, teaching, knowledge, society and resources) have been put together, to form a coherent plan; it evaluates how the parts fit together and checks the underlying beliefs and assumptions. Their reasons for conducting curriculum analysis include making assessments with the intention to improve, to see if the different parts hold together and to determine whether goals have been met. Neves and Morias(2001:223) conducted such an analysis of the Portuguese science curriculum and their view was that such an approach 'can assist teachers in knowing their potentialities and limits of their pedagogic intervention, if they are able to take into account the context and possible influences of their activities'.

Ivor Goodson (1989:2) believed that since curriculum is a 'multifaceted concept that has been negotiated and re-negotiated in a variety of arenas and on various levels', it is imperative to include in an analysis, all the facets of the educational experience: curriculum as prescribed, what is enacted and the evaluation thereof. Robitaille et al (1993) classify this as the intended, implemented and attained curriculum.

2.3 Rationale for a sociological study

Studies into school subjects, their origins and the development of curriculum have been approached from different perspectives. The philosophical (or traditional) approach posits that school subjects are the offspring of university disciplines - that knowledge has been reproduced and rearranged from a tertiary source to become school knowledge (Hirst and Peters, 1976). This viewpoint is also referred to as the conceptual empiricist approach, since it 'relies on scientific progress and emphasizes adjustment of the curriculum to scientifically investigated demands of the needs of the technological society' (Englund, 2010:1) - disciplines have been scientifically amended to become school subjects to meet current academic and economic needs. School subjects and curriculum content are therefore 'directly related and simplifications of scientific disciplines and content' according to Pinar (1978:206). The philosophical perspective does not suitably capture the essence of the origins of tourism, since its roots sprout from the other vocational (not disciplinary) areas of hospitality, hotel and catering (Airey, 1984).

Ivor Goodson (1981) applied a historical approach when he examined the roots of the school subject, geography. He found that for geography, the process of becoming a school subject was reversed from the philosophical view. Geography started as a school subject, and went through an intensive evolution to eventually become the parent base of a particular university discipline. Described as a 'protracted, painstaking and fiercely contested process' (1981:179), it was the ferocious lobbying by the various interest groups and the Geographical Association (Goodson, 1981:176) that led to geography becoming a university discipline. The growth of the subject in schools also impelled the argument for a university discipline, 'and it was conceded that if it is to be taught in schools, it must be learnt in universities' (1981:177).

The two opposing approaches, presented above, did not suitably address the specifics of the research conducted here. The creation and make-up of subject tourism, looking into the *what* and *how*, favoured a sociological approach. Because curriculum is considered a social construction (Goodson, 1988), the syllabuses and teaching material often present a uniform systems view of the social context (Popkewitz, 1977:42). A sociological approach takes into account the political and ideological character of the curriculum. As Bernstein (1971:47) stated, there is a generally neat fit between the priorities of the state and curriculum specification. With this in mind, Zongyi Deng's (2009:598) definition encapsulates the rationale for the sociological view, 'a school subject is a distinctive purpose-built enterprise, constructed in response to social, cultural and political demands and challenges toward educative ends.' The sociological perspective provides a means to explore the intention of the curriculum at the macro-level of production and at the level of recontextualization, where the pedagogical discourse for the micro-level of the classroom is decided.

2.4 A theoretical framework

The context of the study necessitated a research approach that would address the peculiarities of curriculum evaluation. The approach propagated by Van den Akker, Nieven, Plomp, et al (2007,13), referred to as Educational Research Design, is the systematic study of designing, developing and evaluating educational interventions, including programs, teaching and learning strategies and materials, products and systems - as solutions for complex problems in educational practice, which also aims at advancing our knowledge about the characteristics of these interventions. According to Barab and Squire (2004) such an approach can produce new theories, artefacts and practices that can account for and impact learning and teaching in a naturalistic setting. The framework employed here falls within the realm of educational research design.

The sociological paradigm, within which the study is set, made the application of the theories of Basil Bernstein relevant. These include his works on pedagogic discourse and the pedagogic device (1986, 1990), his formulations for classification and framing (1971, 1981) and his final essay on vertical and horizontal discourse (1999). Morais, Neves and Fontinhas (1999:37) conducted several studies into the Portuguese curriculum and found that a school context analysis (using Bernstein's theories) was able to reveal the relation between agencies, discourses and subjects that is legitimized by the official pedagogic discourse.

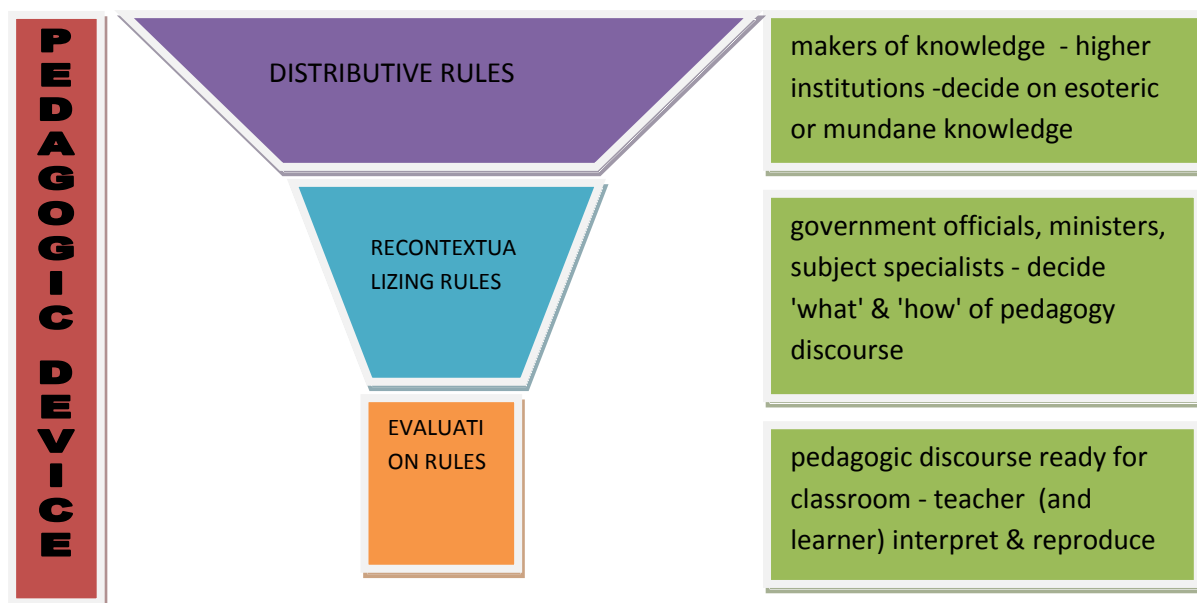
2.4.1 On the Pedagogic Device and Pedagogic Discourse

Bernstein postulates that educational knowledge or official knowledge, is the knowledge that the state constructs and distributes in educational institutions; and there are general principles underlying the transformation of knowledge into pedagogic discourse (1996:25). Irrespective of whether the knowledge is practical, expressive, official or local knowledge, it is all susceptible to 'certain rules or internal ordering' and the constituents in the field of knowledge production, transmission and acquisition are affected by, and able to affect, the rules at each level of the device.

Parlo Singh's (2002) summary of Bernstein theory describes the pedagogic discourse that is emitted from the realisation of the pedagogic device as follows: at the highest level, in institutions of higher education, knowledge is produced; at this stage the form (esoteric or mundane) that the knowledge will take is decided through the application of the distributive rules. The former refers to expert / specialist knowledge and the latter to everyday knowledge - both have power implications, eliciting a certain form of consciousness.

At the next level (in descending order), the knowledge is recontextualized or transformed by state departments of education, curriculum authorities, specialist education journals and teacher education institutions, into a suitable form ready for pedagogical communication. A specific pedagogic discourse is formulated through the state's 'delocating, relocating and refocusing' of knowledge from the original site of production; Bernstein adds that in most cases it no longer resembles the originally produced knowledge (Bernstein, 1990:184).

Figure 2.1: Pedagogic Device (1996)



Finally, at the lowest or micro level of primary, secondary and tertiary institutions, the knowledge is further reproduced by teachers in their pedagogic practice. This last stage of acquisition or 'pedagogic inculcation' (Singh, 2002:574) also 'condenses the meaning of the whole device, through the process of evaluation' (Bernstein, 2000:36).

The interest of this study is -at the second level of recontextualization, where the recontextualizing rules are applied. At this stage of knowledge reproduction, the constitution of the specific pedagogic discourse is decided and instituted; and it is here that regulation is inserted and instruction directed. It is because of these processes that the pedagogic discourse no longer resembles the original discourse that was produced by those in the upper echelons of society; because the constituents in the field have 'selectively appropriated, relocated, refocused from other discourses to constitute its own order'(Bernstein, 1990:33). These constituents or - state appointed agents (state's education officials, subject specialists, curriculum developers) working in the construction and development of school specific discourse - have used the gap or space to insert and valorise 'what' constituted educational knowledge and 'how' it was to be relayed, to favour their own ideologies and the objectives of the state. The gap or space was created when the discourse was moved from the original site (or official recontextualizing field (ORF)) to the pedagogic discourse (pedagogic recontextualizing field (PRF)). It is here where the discourse is transformed, selectively creating subjects - here school subjects take on the form in which they exist.

As stated earlier, at this level of recontextualization, the *what* (discourse to be transmitted-acquired) and *how* (discourse which regulates the principles of transmission-acquisition) are decided - referring to the constitution and communication of the pedagogic discourse. An analysis of the pedagogic discourse will therefore be able to detail the principles embedded therein, including the regulative and instructional discourse, the knowledge, skills and values, the control relation in transmission, the conceptual demand and the assessment of the discourse. A discussion of these principles or elements follows.

2.4.2 Element 1 of OPD: Instructional and Regulative Discourse - the *what*

Bernstein (1996: 32) explains that when the official pedagogic discourse (OPD) is generated, it is really a combination of two discourses, namely a regulative discourse (RD) and an instructional discourse (ID). The RD is the discourse of social (moral) order: it creates order, relations and identity. It provides the context for transmission, and it directs the selection, sequencing and pacing of the discourse. The ID refers to the competencies and knowledge in the OPD that will be transmitted/acquired. It is Bernstein's opinion that the RD is the dominant discourse, the yoke (as referred to by Muller and Hoadley, 2010) which envelops and regulates the instructional discourse.

Neves and Morais (2001: 226-228) concurred that the pedagogic discourse embeds instructional and regulative discourse in such a way that the latter incorporates and dominates the former. It is their opinion that the pedagogic discourse can therefore be characterized by the values given to instructional and regulative discourse. Their application of the pedagogic device to the science curriculum of Portugal found that their syllabus contained a global message which gave more value to the regulative dimension of learning, and that this regulation was more evident in the curricular dimension of the syllabus (curricular guidelines). It must be noted that in Portugal the Ministry of Education is the official recontextualizing agent, and the curriculum investigated was a product constructed within a reformed democratic system that was based on a new constitution for Portugal - their official text characterized this socio-political context.

2.4.3. Element 2 of OPD: Knowledge, Skills and Values (*the what*)

The constitution of the pedagogic discourse can also be understood by the valuing of the fundamentals of learning contained in it. The knowledge, skills and values are salient components of the instructional discourse, contained in the discipline guidelines. The prioritizing of one of these elements above the other, in the recontextualizing field, can be rationalized from different perspectives.

In South Africa, the new democratic government relied on a policy network of extra state groups and individuals for their scientific and technical knowledge to influence the policy

process for education, and they would, as recontextualizing agents, use the 'gap' to insert their ideals and purposes. (Fataar, 2006:643)

Fataar (2006:645) argues that the network that dominated curriculum policy-making acquired the form and content they propagated. It becomes clear that different policy networks were operating on the construction of the different curricula - hence the shift in emphasis between knowledge and skills, and the differential distribution of egalitarian values.

The influence of the stakeholders involved in the initiating the creation and conceptualization of subject tourism in South Africa also impacted on the distribution of knowledge, skills and values. The motivation behind the introduction of travel and tourism (then) in 2000 was to *train* learners wanting to enter the industry (Pawson, 2002:2). The strength of the tourism industry (Department of Environmental Affairs, 2000:9) as a creator of employment potential -directly and indirectly - justified this. The school learning programme that was initiated, coordinated and implemented by Reach and Teach, an independent, non-profit organization, operating in the field of educational development in South Africa. SATOUR (1993:3) was based on prioritizing tourism training, tourism awareness and entrepreneurial development (Pawson, 2002:7). The original programme concept was a comprehensive pre-vocational programme, established through consensus between educators and the tourism industry, and was closely linked to the vocational skills needed in the tourism industry (Higginson, 1994a:3).

The nature of the tourism discourse is also a consideration when looking into the relative distribution and constitution of the knowledge, skills and values in the tourism pedagogic discourse. Bernstein (2000:52) classified tourism as a region of study, stating it is a consequence of various individual disciplines being combined and recontextualized to constitute a new area of study. He posited that regions are the result of 'a weakening of the strength of the classification of discourses and their entailed narcissistic identities'; in higher education institutions regions 'have more autonomy over their contents, are more responsive to, and more dependent upon the market their output is serving'. At the level of secondary schooling, Bernstein (2000:53) refers to regions as generics. He qualifies this categorization based on the following:

- a) recontextualizing location - generic modes are constructed outside and independent of pedagogic fields.
- b) focus - directed to extra-school experiences - work and life
- c) location - found in further education and training
- d) misrecognition - based on the performance of a skill, task or practice - competencies; focus on trainability.

The nature of regions of study is that such subjects 'lack a disciplinary core' and reflect an 'arbitrariness' because the knowledge has not been shaken down into a stable, generally acceptable, incremental body of knowledge (Muller, 2009:213). The difficulty of defining

tourism as an activity - the fact that as an academic subject it is an amalgamation of different core subjects (geography, business studies and economics) and the lack of global consistency (Tribe 1997) of its knowledge content -presents many challenges when curriculum writers must construct a pedagogic discourse. The fact that it has its roots in the hotel and hospitality industry as stated earlier, makes for (some) precedence of skills above knowledge.

2.4.4 Element 3 of OPD: Framing (*the how*)

How the pedagogic discourse is to be communicated or transmitted is also decided at the second level of recontextualization. Here, the person (teacher or learner) who will be in control of the teaching-learning process is decided and articulated in the discourse - this can be explicit or implicit. Bernstein refers to this as framing and defined it as the 'degree of control teacher and pupil possess over the selection, organization, pacing and timing of the knowledge transmitted and received in the pedagogical relationship' (1975, p89). He distinguishes between strong and weak framing. The former means that the state takes on a directive role in controlling the teacher-learner relation, implying the teacher controls the transmission of the pedagogical discourse and the learner is given a limited degree of control over the sequencing, pacing, selection and evaluation of the knowledge transmitted. Weak framing means the learner is given autonomy in the relation and over the transmission of the discourse.

The studies conducted on the science syllabus by Neves and Morais (2001:233) revealed that the messages contained in their present syllabus focus on putting the teacher in control of the teacher-learner relation - giving less control to the acquirer. Such a theory of instruction implied that the teacher had greater control over the sequencing, pacing and evaluation - this was evident from the explicitness of the articulation of the content. Strong framing implies that the teacher is the instructional specialist, possesses adequate content knowledge, and is able to steer the learner towards a preset goal because s/he knows the conceptual destination of the learning (Muller,2002:6). Through the analysis, this study examined the framing of the pedagogic discourse from both the overall curricular perspective and the discipline content, and explored the implication for teaching and learning.

In addition, there is a further level of recontextualization, namely in the reproduction of the textbook. The rationale for doing this is captured in Crawford and Mirkovic's (2003:91) sentiments that 'there is a general consensus that textbooks are important artefacts in the cultural socialisation of children, and present the official versions of publicly sanctioned knowledge.' Ball and Cohen (1996:6) also concur that textbooks have a uniquely intimate connection to teaching, it is 'the stuff of lessons and units, of what teachers and learners do.' This impacts on effective implementation, and for this reason

the pedagogic education and ideology of textbook authors (and teachers) is a crucial consideration (Neves and Morais, 2001: 235). A textbook analysis provides a deeper meaning into the sociological meaning of the messages in the curriculum (Lourenço, 1997; Lourenço & Neves, 1998).

2.4.6. Element 4: Conceptual demand - depth & breadth of knowledge

There exists much debate on the epistemology of tourism as an academic subject. Much of it is due to the novelty of tourism as distinct area of study and research, but also because its roots stem from many other disciplines (Tribe, 1997), making it difficult to ground the subject. Various already existing disciplines have relaxed their boundaries and combined to form a new generic mode of knowledge for tourism as a region, at the level of schooling.

Bernstein's classification of mundane and esoteric knowledge and his theory on horizontal and vertical discourse assists to ascertain the kind of knowledge contained in this newly conceptualized mode of knowledge. This sheds some light on the internal constitution or language of the *what*.

Bernstein (2000:159) postulated that there are two different types of discourse circulating in society that translate to different knowledge structures and result in different experiences for users. Horizontal discourse refers to the everyday knowledge that we use and consume to make meaning to each other in our day to day interactions. This knowledge is 'local, informal, context-dependent and relayed through a segmental pedagogy that facilitates the development of a repertoire of strategies of operational 'knowledges' activated in the context of a specific reservoir' (2000:159). Where the repertoires refer to the social practices between locals in their communities (reservoir), the everyday practices are repeated in their communities. The critical feature of horizontal discourse is the fact that the knowledge is organized in segments according to the 'way culture segments and specialises activities and practices' (2000: p159) - this division means that knowledge differs in practice and importance: 'what is acquired in one segment or context bears no relation to what is acquired or how it is acquired in another segment or context' and the realization of this knowledge lies in the acquisition of certain competencies that are usually displayed tacitly (2000:160).

Vertical discourse is official, institutionalised knowledge. It is knowledge that has been produced and reproduced in the upper echelons of society and has been made available to individuals whose acquisition thereof will be evaluated or graded. It is this discourse that is subjected to transformation to become what we know as school knowledge. Bernstein (2000:169), further distinguishes between two forms of knowledge structures inherent in vertical discourse:

- Vertical a horizontal knowledge structure, based on *languages*; the discreteness of the language defies an incorporation into a general language. Bernstein (2000:168) therefore makes a distinction between a horizontal knowledge structure with strong grammar, for example Economics, which possesses a unique language, is not translatable and essentially narcissistic, and
- a horizontal knowledge structure with a weak grammar, (like tourism) which 'has an explicit conceptual syntax and is capable of relatively precise empirical description'; it is clear and understandable to the acquirer.

Bernstein(2000:168) explains the salient difference between the hierarchical and the horizontal knowledge structures lies with the former having an only perspective, one pathway to the (or a) 'truth', the theory behind it. The 'truth' in the horizontal knowledge structure lies with the perspective of the acquirer, the position the acquirer takes rather than a theory to be proved.

Bernstein posits (2000: p164) there is a resemblance between the horizontal knowledge structure with a weak grammar and the horizontal discourse used in everyday interactions. They are organised horizontally, serial, segmented and their content is volatile. This kind of institutionalised knowledge is close to horizontal discourse and bears a close relation to this type of knowledge. The tourism discourse can be classified as such, a horizontal knowledge structure with a weak grammar. Its location is close to the local, with a likeness to the everyday. And this is evident in the language of the discourse. Singh (2002:574) summarized Bernstein relating the horizontal discourse to a common/mundane type of knowledge, and vertical discourse to esoteric/sacred knowledge. The two kinds represent two different worlds: the material and the immaterial. What distinguishes the two is the language used in a discourse: the form the abstraction takes, not necessarily the content. 'If the meaning has a direct relation to the material baseit is bound to that context ... it is dependent on the context to make sense... it does not make sense outside that context.' (Bernstein, 2001:30) Esoteric knowledge is independent of its context and access is limited to those who are able to understand the language of abstraction it uses. The reason why schools exist, according to Michael Young (2007), is to provide that esoteric knowledge to pupils who are not to able to access it in their local environments. The necessary distinction sets school knowledge apart from that knowledge which is entirely dependent on its context.

Studies conducted by Umalusi (March 2013:59) into the relationship between subjects and everyday knowledge found a moderate degree of integration between the Tourism National Certificate (Vocational) (NC(V)) topics and English (First Additional Language), Maths and Life Orientation, and everyday knowledge. Wheelahan's (2007) studies into the vocational education offered in Australia found that this kind of horizontal knowledge structure, expressed in simple, context-dependent frames, locks certain groups out of powerful knowledge, because it does not allow students access to a style of reasoning represented in

disciplinary knowledge. It focuses on specific content, rather than the generative principles that underpin disciplinary knowledge (Muller, 2000).

It is therefore essential to a study of the what of pedagogic discourse to ascertain the levels of the depth of knowledge and the coverage of the knowledge, referred to as the breadth of knowledge. Umalusi's (2013:47) evaluation of the Tourism NC(V) course found, with respect to the breadth of content covered, that particular curriculum very packed and intense; and that too much content was expected to be covered by students in a particular year. A general observation made by the evaluators was that the Tourism NC (V) programme had great breadth at a largely superficial level - a judicious pruning and consolidation of the four modules was suggested, so that greater depth could be achieved. The document analysis carried out by the team at Umalusi also found some of the content was too deep for the levels it was prescribed (2013:45).

2.4.7 Element 5: Alignment of the intended and attained curriculum

Roach et al (2008) define alignment as the extent to which curricular expectations and assessments are in agreement and work together to provide guidance for educators' efforts to facilitate students' progress toward desired academic outcomes.

The research analysis conducted by Umalusi (2013:85-106) into Tourism NC (V) found discrepancies between the intended curriculum and the examinations conducted. In summary, the analysis found the cognitive demand categories deviated from those set in the assessment guidelines. According to Mhlolo (2010), the policy instruments sets out the vision of what was important for the country's children to learn. If the content standards intended did not match the standards evaluated, meaning that the framework was incoherent, then the result would be a 'splintered vision', lacking order and direction.

2.5 The discourse of Tourism - the complexity of the location, definition and approach

Tourism studies parade a number of concepts which are not specific to tourism, but have been contextualized to create a tourism dimension (Tribe, 1997:643). According to Hirst's assessment criteria for a discipline, tourism does not qualify as a discipline for the following reasons: the concepts do not form a distinctive network or theoretical framework, they are separate and atomized and must be understood in the provider disciplines; it is reducible, its roots are in contributory disciplines and it lacks theoretical and conceptual unity (Tribe 1997: 644). Pawson (2002:23) concurs with this notion, stating that the multi disciplinary theoretical base and the fragmented nature of the knowledge do not warrant it being a pure academic discipline.

Tourism does, however, qualify as a field of study. Hirst's (1965:130) definition of a field states that one is formed by building around a specific phenomenon or practical pursuit, knowledge that is characteristically rooted elsewhere in more than one discipline; it does

not need to develop a particular structure of experience or validate one logically distinct form of expression (1965:130). Henkel (1988:185) elaborates, stating that 'fields draw on knowledge that illuminate them'.

Even so, because the concept tourism encompasses so many meanings (Tribe, 1997) (it can be an activity or a phenomenon, area of academic interest and research or the focus of a particular area of education and training (tourism studies)), it becomes difficult to define. Mill and Morrison (1985: xvii) agree that it is an ambiguous concept, involving travel and recreation, but concede that not all travel and recreation is tourism. Mathesien and Wall (1982:1) felt it was important to include that it involves a temporary movement of people outside their normal places of work and residence, their activities undertaken during their stay, and the facilities created to cater for their needs. According to Pawson (2002: 25) the two essential elements for defining tourism are travel from one place to another and staying in a different place.

At a World Travel Organization (WTO) conference in 1991, recommendations for defining tourism and a tourist were made and adopted by the United Nations in 1993 (Holloway, 1998:82). According to the WTO a tourist is an overnight visitor to a place, other than his usual work or home who stays for less than 12 months. In addition, Howell (1993:7) states that the five sectors which form part of the interrelated supply of services to satisfy the needs of the customers include:

- travel / transport sector (air / travel/ sea);
- hospitality and accommodation
- attraction /events sector (including development, conservation, marketing of events & attractions);
- wholesale sector consisting of tour operators (buy air travels seats, accommodation, attractions in bulk); and
- retail sector consisting of travel agents

According to Bennet (2000: 231-232)-, the product on offer to the tourist, which is mainly a service, is also important. He states a tourism product has particular characteristics, which include the following: the services are intangible; the tourism product and service product is inseparable; there is no transfer of ownership (cannot take experience home); and the tourism product is heterogeneous (experience will be different for each person each time).

Darbely and Stock (2012:453-455) therefore advised that the tourism knowledge be approached from an interdisciplinary epistemological perspective. Their view is based on the recognition that the organization of tourism leads to a specific cognitive project, with the touristic dimension of society (not tourism as an autonomous system) at the core of the approach. An inter-disciplinary approach promotes collaborative production of knowledge, through the integration of disciplines with a common purpose. Tribe (1997: 651) agrees with this approach (quoting from Gibbons et al 1994:29), stating that an inter-disciplinary

approach allows for the combining of disciplinary tools to create new insights into the external world of tourism, generating an epistemology characterized by the explicit formulation of a uniform, discipline-transcending terminology or a common methodology. Pawson (2002:16) also supports such an approach, saying, if a learner is to truly understand the nature of tourism, it is important to view the industry holistically as an interdisciplinary field of learning, since it creates opportunities for learners to learn and become acquainted with new knowledge, skills and attitudes they may encounter in practice.

2.6 Conclusion

The preceding discussion illuminated the complexities involved in the production and reproduction of the knowledge, that ultimately becomes a school subject. The pedagogic discourse, created through the theoretical 'pedagogic device', illustrates the significance of the ideology of the role-players involved in the making of the discourse. The state, and the state-appointed agents and the policy network with whom the state has associated itself during the production of the curriculum is brought to the fore. The analysis in this study will attempt to highlight how the different role-players will seek to push their ideological principles when given the opportunity or the 'gap' when knowledge is recontextualized.

The focus of the elements examined relates to the *what* and the *how* of the official pedagogic discourse. The *what* is captured in the regulative and instructional discourse, the knowledge, skills and values and the cognitive demand in both the intended and assessed curriculum. The *how* is investigated in the communication or transmission of the intended curriculum and the tourism textbooks. Various Bernsteinian hypotheses are applied to justify the inquiry from a theoretical point of view.

The dynamics of tourism as a discourse were also discussed, with particular emphasis on the rationale for classifying the discourse as an inter-disciplinary field of study, and not an academic discipline.

CHAPTER THREE

RESEARCH PARADIGM & METHODOLOGY

3.1 Introduction

According to Mertens (2005), the paradigm sets out the intent, motivation and expectations for the research. The paradigm also prescribes (or is sometimes prescribed by) the research question(s), methodology and the manner in which the data will be analyzed. For the study curriculum documents and textbooks were used and no learners or teachers were involved.

3.2 Research paradigm

Paradigms are based on the objective of the study, the nature of the knowledge and the way the data is collected (Guba and Lincoln, 1994). Since the study entails making meaning of the social construction of curriculum through the deconstruction or analysis of the relevant sources, it is located in the interpretivist/constructivist paradigm. There is a general consensus that this paradigm is appropriate for a qualitative (or mixed-methodology) approach to inquiry (Mertens, 1998; Cohen & Manion, 1994) due to the specifics of the data collection and analysis methods employed. According to Cresswell (2003:9) a qualitative approach means the analysis and exploration of existing themes of discourse to 'generate or inductively develop a pattern of meanings', as was conducted here through the analysis of the intended and assessed curriculum, and the relevant textbooks.

3.3 Research Model

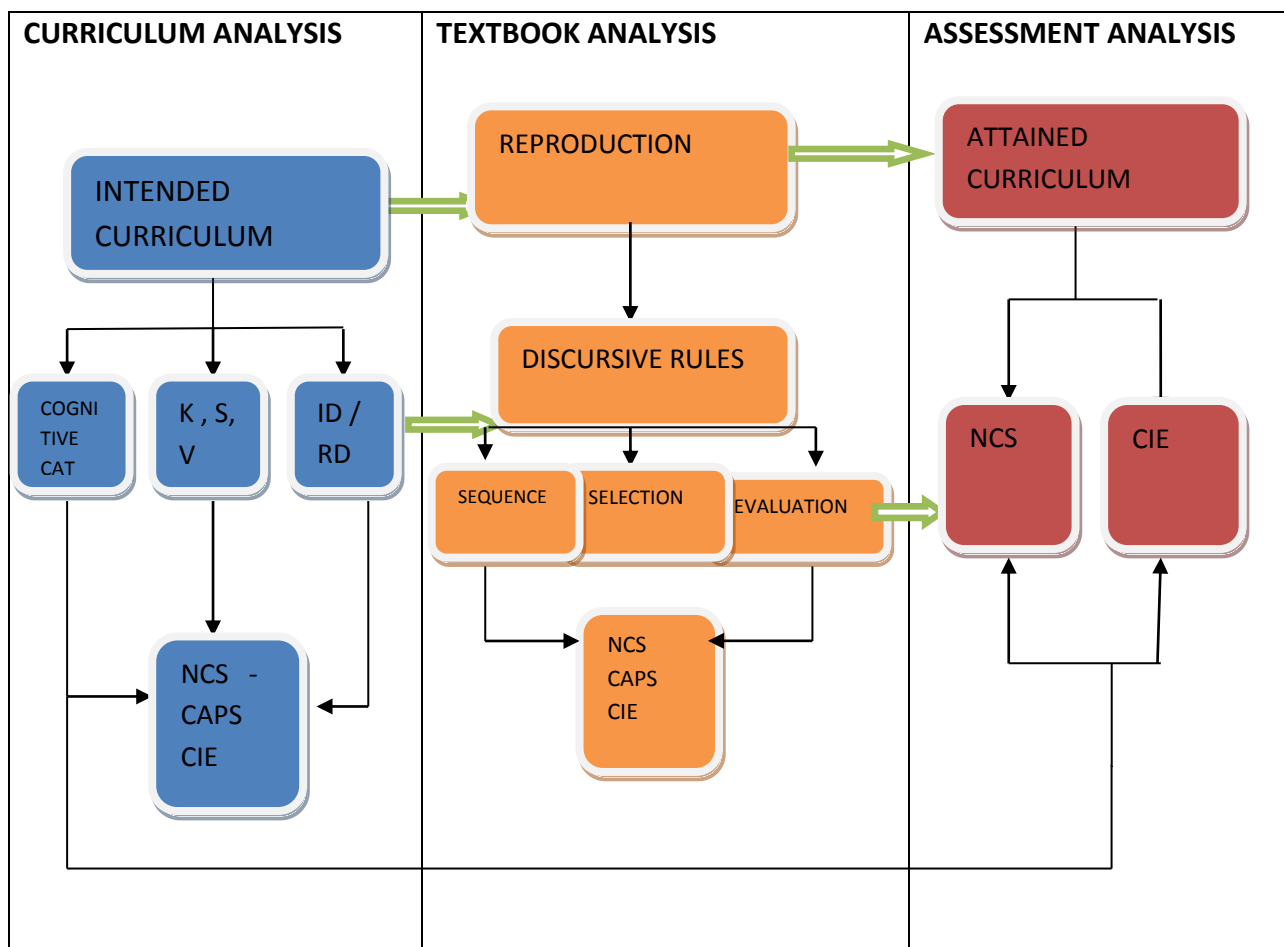
A multiple case study (or case review or case report) approach has been employed within the qualitative framework motivated above. This approach was used for the following reasons:

- As a contemporary phenomenon, the curriculum will be investigated within the 'real-life' context - and the boundaries between the phenomenon and the context are not clearly evident (Yin 1984, 23)
- The research conducted here responds to *what* and *how* questions (Yin, 2003)
- An understanding of the similarities and differences between the cases is sought. (Baxter and Jack, 2008)
- The study can be captured as an in-depth exploration of the process through the collection of detailed information, using a variety of data collection procedures, as explained by Stake (1995) - motivating why a case study approach is appropriate.

The curriculum analysis conducted took the form of an in-depth systematic study of various documents including, principally, curriculum statements, textbooks and examination papers, constructed by different producers of curriculum. And, in line with the educational research design as iterated by Plomp (2007: 13), was informed by prior research and review of various literature to develop this workable and effective intervention. The research design

below is a result of the systematic educational and instructional design process which is cyclical in character consisting of analysis, design, evaluation and revision activities until a satisfying balance between the goals and realisation thereof was achieved. The motivation for the educational research design stemmed from the fact that only a few validated guidelines were available to structure and support the particular analysis.

Figure 3.1: Research Model / Design



The model / design illustrates and summarizes the inquiry - the cases, source documents and categories of analysis.

3.4 Background to the methodology

The scheme for the study comes from the work of Neves and Morais (2001). They conducted a curriculum analysis of the official policy documents of the science curriculum of Portugal to establish if there were differences and/or similarities between the curriculum developed under a dictatorship regime with that of the (later) democratic state. In their

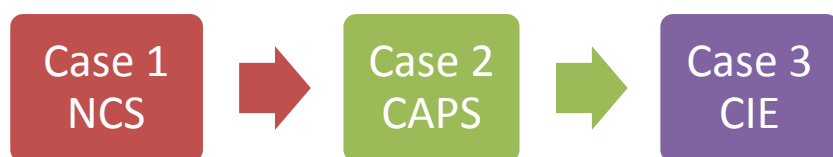
methodology, they analyzed each curriculum by sentence, or by semantic idea. The sentence formed the unit of analysis, since it contained the socio-political message the state sought to transmit to the users. Their research was based on Bernstein's model of pedagogic discourse.

Applying the same methodology and unit of analysis, this study sought to make meaning of the construction tourism curriculum statement. A range of different instruments was developed in order to do so.

3.5 The cases

Three different versions of the tourism curriculum statements were studied. These constitute the cases. They are National Curriculum Statement (NCS) for Tourism (2006), the Curriculum and Assessment Policy Statement (CAPS) 2010 and the Cambridge International General Certificate of Secondary Education (IGCSE) 2012. Each represents a recontextualized version of the knowledge of tourism and constitutes the official pedagogic discourse for tourism. The three case studies enabled a comparative analysis, looking for evidence of similarities, or difference, and justifying it.

Figure 3.2 The Cases



Case 1: The NCS for Tourism consists of three policy documents, National Curriculum Statement for Tourism, the Learning Program Guidelines (LPG) and the Subject Assessment Guidelines (SAG). The subject statement for tourism was analyzed in detail and the LPG and SAG were referred to in the data analysis and discussion of the results. The Grade 11 and 12 sections were examined.

Case 2: The Tourism Curriculum and Assessment Policy Statement is the latest official national curriculum statement for tourism, together with the National Policy Pertaining to the Programme and Promotion Requirements (NPPPR) of the National Curriculum Statement Grades R-12, and the Assessment Protocol. . It is a revised, updated version of the NCS for Tourism. The curriculum layout, content and emphasis differ significantly from the previous curriculum. The Grade 11 version of Tourism CAPS was examined.

Case 3: The Cambridge International General Certificate of Secondary Education (IGCSE) for Travel and Tourism is internationally recognised by schools, universities and employers as equivalent to the United Kingdom General Certificate of Secondary Education. The Cambridge International Examination (CIE) is part of Cambridge Assessment and part of the University of Cambridge and is used by 1,5 million students in 150 countries (Cambridge International Examinations, 2010). It is comparable to the South African Grade 11 as it caters for the same age cohort.

3.6 Research Method

Document Analysis was conducted for collecting data. Caulley (1983) defines a document (firstly) as any archived source of information. It can be official, unofficial or informal: document analysis therefore refers to the analysis of any type of document for the purpose of gathering facts. Furthermore, it involves the coding and analysis of documents that represent the different policy elements. (Roach et al, 2008:160).

The particular type of document analysis for this study, as classified by Pershing (2002), was the case study aggregation analysis. It was applied for the following reasons:

- It is used to analyse course content or curriculum to enable a description of the underpinning philosophies.
- It is used to combine different case-type studies for the sake of comparing and contrasting findings (Lucas, 1974)
- Different types of documents or artefacts can be compared and contrasted for similar purposes
- It is useful to determine whether separate analysis yields or projects the same or similar information and to look for consistencies in terms of the 'story being told'

The official curriculum policy documents, the textbooks and the examination papers were the various sources of information that were analyzed.

3.7 Unit of Analysis:

The sentence or, in some cases, a group of sentences, with a given semantic idea, contained in each document, featured as the unit of analysis. The sentence or semantic idea contains a sociological message, and these messages were examined and interpreted. The sentences were analyzed in the following order:

1. The intended or planned curriculum as it was articulated in the NCS, CAPS and Cambridge policy documents. The curriculum statements contain the 'what' and 'how', meaning what is to be transmitted and how it must be transmitted (Neves and Morias, 2001). Each sentence of each case was analyzed for, firstly, the type of discourse it prioritized (regulative discourse or instructional discourse); the cognitive categories it signalled (using Bloom's taxonomy and Umalusi matrix), and the type of learning it provoked (knowledge, skills or values).
2. A specific chapter of the textbooks. The textbook is a reproduction of the planned curriculum and the rationale was to verify the adherence to the discursive rules as prescribed in the policy statements. In particular, the sentences of the learning activity was analyzed for its selection, sequencing and evaluation of content as prescribed in the policy statements.
3. The examination papers of the NCS and CIE was analyzed per question. The focus was on the cognitive demand in each sentence (or question) and whether the

intended and attained curriculum were coherent with respect to the conceptual levels they prescribed and evaluated.

3.8 Conclusion

In this chapter I have located and justified the research paradigm that was taken. The study was conducted within a constructivist framework, making use of a multiple case study approach. A document analysis was proposed for the three curricula under investigation, in particular a case study aggregation analysis, suited to the multiple case study approach. The sentence or the semantic idea contained in the documents and certain sections of the textbook and examination papers constituted the unit of analysis.

CHAPTER FOUR

RESEARCH INSTRUMENTS

4.1 Introduction

In this chapter the five elements of the curricula are presented for analysis. In each case the theory behind the approach was briefly discussed and the procedure for the analysis explained.

4.2 Analytical tool for research questions 1 & 2

(Which discourse is valued: regulative or instructional discourse and how are the knowledge, skills and values distributed in the intended curriculum?)

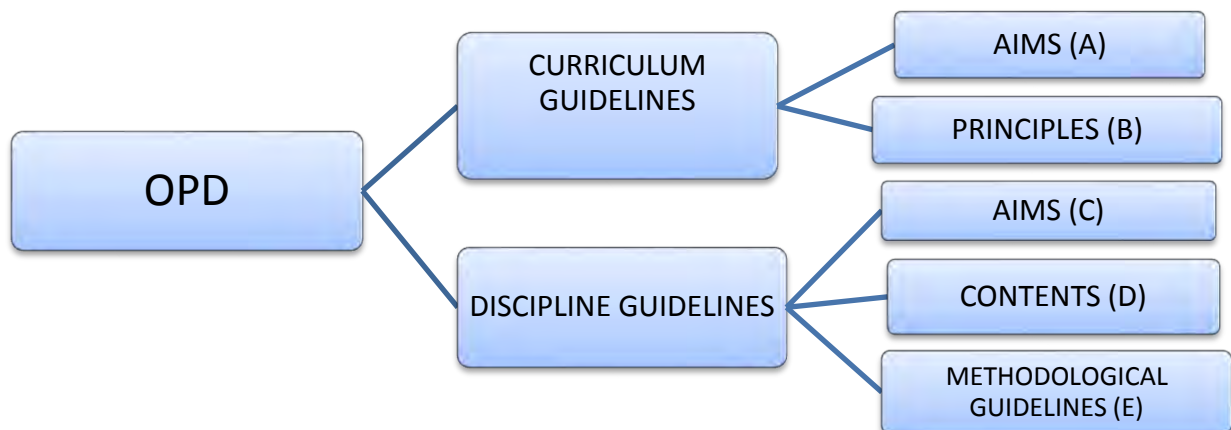
In the field of recontextualization, the pedagogic discourse that is created is a combination of two discourses, a discourse of moral order that provokes a certain social order, relation and identity; and a discourse that promotes certain skills and competencies (Bernstein, 2000). Bernstein believed that the state, as the official recontextualization agent, will create and disseminate a pedagogic discourse, where the regulative discourse precedes and controls the instructional discourse. He claimed when knowledge was recontextualised to become pedagogic discourse, it had a regulating function, and this set the scene for the instruction (what will be taught and learnt).

To ascertain what knowledge constitutes the official pedagogic discourse of Tourism, the policy documents of all three versions were investigated for their relative distribution of instructional and regulative discourses and, thereafter, their relative valuing of knowledge, skills and values.

Procedure

Each policy document was separated into two main categories, namely, the curriculum guidelines and disciplinary guidelines. The former (which refer to the state's macro plans for education as a whole) was then further classified under the headings: aims (A) and principles (B). The disciplinary guidelines pertain to the specifics of the subject tourism that are communicated in the classroom - the micro perspective. These were grouped under aims (C), contents (D) and methodological guidelines (E).

FIGURE 4.1: BREAKDOWN OF OPD INTO STATED CATEGORIES



Where the letters indicate:

- A. is stated general aims and objectives of the government for education. This applies to all the subjects. For example, to improve the quality of life of all citizens and free the potential of all persons (NCS Tourism, 2006: 1)
- B. is the reasons and rationale underlying the stated objectives of the state. For example, social transformation: ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of the population (CAPS Tourism, 2010:4)
- C. is aims and objectives specific to tourism and prescribed for transmission in the classroom. For example, the study of Tourism aims to redress historical imbalances, as the majority of the population was previously excluded from both an ownership and consumption point of view (NCS Tourism, 2006: 9).
- D. is contents refer to tourism specific knowledge (presented as learning outcomes, topics or units in the respective curricula).
- E. is methodological guidelines which provides the context for the delivery of the content and suggested methods for classroom interaction.

The NCS, CAPS and Cambridge curriculum statements were analyzed by sentence, in both the curriculum and discipline guidelines. The sociological message contained in each sentence was then analyzed. The sentence was assessed for the discourse valued; regulative or instructional discourse. Does it regulate, or does it instruct the user? If the sentence contained a message that directed the user to the intention of education in a general sense, it was categorized as regulative discourse (RD). If a sentence contained a message specific to tourism, it was classified as instructional discourse (ID). The categorization of the sentence or conceptual idea was therefore either RD or ID, not both.

To establish the distribution of knowledge, skills and values in the OPD, the instructional discourse was further analyzed. The sentences were classified based on the response elicited by the following questions, 'what must I know?' (knowledge) and 'what must I be able to do?' (skill). If the sentence emphasised certain behaviour or an attitude that was expected - the sentence was classified as a value.

Table 4.1: RD & ID categorization



Table 4.2: Five indicators for analysis of RD & ID

RD	Regulative Discourse - when the sentence referred to the educational macro level, expressing intentions and a general principle about knowledge, values and attitudes to be considered in the general educational context
ID	Instructional Discourse - when the sentence referred to the micro level of the classroom, expressing knowledge and competencies to be developed in the teaching-learning process of tourism
Knowledge	If sentence focused on cognitive knowledge
Skills	if sentence focused on a competency to be acquired
Values	if sentence focused on attitudes and behaviour.

An example follows.

Table 4.3 : An example of the RD & ID categorization:

Sentence	RD	ID		
		knowledge	Skills	values
improve the quality of life of all citizens and free the potential of each person - NCS (sentence no 2)	X			
major currencies of the world, their currency codes and symbols. US Dollar, Euro, British pound, Japanese Yen, Australian Dollar, South African rand - CAPS (sentence no 65)		X		
simple reservation file prepared following set procedures, including use of diary for further action required - CAMBRIDGE (sentence no 39)			X	
they develop an appreciation of the interdependent relationship between the environment, the community and the tourism economy - NCS (sentence no 22)				X
this curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives, so the curriculum promotes knowledge in local contexts, while being sensitive to international imperatives - CAPS (sentence no 2)	X			

Each sentence was scored a value. A sentence was classified as either regulative discourse or instructional discourse, not both. If the sentence was classified as instructional discourse, it could contain both knowledge and skills. In such a case a value was afforded to both.

After the scoring the following were compared:

- a) percentage of sentences containing RD in relation to ID
- b) percentage of sentences favouring knowledge in relation to skills and to values

This categorization and classification enabled a look at the 'what' of the curricula. The number of sentences that focused on the RD provided an indication of the general principles and intentions the state wished to disseminate. The number of sentences focusing on ID reflected the aims and prescriptions specific to tourism that the state wished teachers and learners to engage with in the classroom; and the importance that the state attached to the attainment of knowledge, skills and values.

4.3 Analytical tool for research question 3

(Who controls the teaching-learning process: framing?)

The classroom practices between the teacher and taught, and the manner in which the pedagogy will be transmitted and communicated is inserted when the pedagogic text is recontextualized. This is measured from two perspectives, part one looks at framing for the classroom practice (between teacher and learner) and part two looks at how the textbook had interpreted the framing prescribed by the curriculum.

Framing Part 1: The state's prescription for the communication/relay of the OPD

Bernstein (1975) is of the opinion that the state's prescription for the transmission or communication of the pedagogic discourse is embedded in the language of the curriculum. He refers to this as framing. The state, he claims, will exert varying degrees of control over the communication of the OPD, depending on its goals for society and education. This research question enquired about the degree of control in each sentence of the NCS, CAPS and Cambridge curricula, to ascertain who was in control of the teacher-learner relationship, as suggested by the sociological message. The focus was on the *how* of pedagogic discourse: how the text is transmitted.

The relation under investigation was between transmitter and acquirer, with the former referring to the provisions the state sets out for the teacher / textbook author, and the latter referring to the student.

Procedure

The same approach was employed using the sentence or complete conceptual idea as the unit of enquiry. The framing, which is the degree of control the state exerts over the pedagogic discourse, was measured for explicitness, as follows,

- a) content explicitness - examining the number of sentences covered in the pedagogic text; more sentences imply greater explicitness, more control on the part of the state
- b) framing value of each sentence for the three curricula, per subsection - as defined below:

Table 4.4: Coding for the framing of curricula statements:

Symbol	Degree of control by state	Degree of explicitness	Example
F++	Strong	State is very explicit / sentence expresses in a directive way what is intended	<ul style="list-style-type: none"> • should be done • intended that
F+	Teacher & textbook author share control	State is less explicit / slightly directive / permissive	<ul style="list-style-type: none"> • teacher can • suggested that
F-	Weak	State flexible / vague; gives teacher & textbook author flexibility to decide on content	<ul style="list-style-type: none"> • teacher has autonomy

The sentence defines the transmitter acquirer relation. Each sentence was examined and coded for the teacher-learner relation it legitimates. Strong framing (F++) meant the teacher should explicitly direct and control how the pedagogic discourse is relayed. Framing was considered suggestive (F+) when the sentence was expressed in a way that gives the teacher some control, but the learner also engages/participates in the teaching and learning process. Weak framing (F-) meant the learner was given a higher degree of autonomy in the teaching-learning process.

Table 4.5: Examples of framing

Symbol	Degree of control	Sentences / conceptual idea
F++	explicit	Outcomes-based education forms the foundation of education for curriculum (NCS, sentence no. 7)
F+	suggestive	Ways to communicate effectively with visitors from diverse cultural backgrounds (CAPS, sentence no. 106)
F-	vague	Draft an implementation plan to upgrade and maintain the local environment (NCS, sentence no. 50)

The framing of the sentence legitimates a particular teaching approach. Where the framing is strong, the teacher is given full control in the teacher-taught relation, allowing very little input from the learner; theory of instruction is centred on the transmitter. If the framing is suggestive, the teacher directs learning, but allows the learner to participate and engage in the learning. Weak framing permits greater input from the learner, indicating a theory of instruction that is centred on the acquirer.

4.3 Analytical tool for research question 3 (continued)

(How do the textbook authors interpret and translate the relations of control?)

Framing Part 2: Reproducing the curriculum - an analysis of the textbook authors' interpretations of framing.

This part of the study related to how textbook authors conveyed their interpretation of the learning activities they made available in their books. Textbooks are important aids for effective teaching and learning for both teacher and taught. Educators refer to them to detail and clarify subject content, and to apply knowledge through the exercises and learning activities they provide (amongst other things). In South Africa, the National Policy for the Provision and Management of the Learning and Teaching Support Material (LTSM) prescribes a screening process for publishers. Textbooks are assessed against certain criteria, including compliance with the Curriculum and Assessment Policy Statement, clear articulation of the pedagogical approach, the content, and the activities and assessments, which should be engaging, accurate and well explained. In addition, the screening also assesses the extent to which the textbook communicates values and whether it promotes social transformation and is aligned to attitudes consistent with the South African Constitution. Some textbooks relay the intention and prescription more accurately than others.

Methodology

Sample

Two textbooks each were compared for the NCS and CAPS curricula. One Cambridge tourism curriculum textbook was examined. The five textbooks were all Grade 11 level.

Procedure

To establish to what extent the textbook writers followed the directives of the official pedagogical discourse for tourism, sections of the textbooks were examined for their interpretations of the curricular and discipline guidelines. A chapter or module, not the entire textbook, was evaluated. The model of analysis of school books was borrowed from Lourenço and Neves(1997). An entire learning programme comprises the objectives, development of a theme, learning activities and evaluation activities. For the purposes of this study, only the learning activity component was examined. The particular topic analyzed was *Customer Care and Communication*. As stated earlier, the fragmented nature of the tourism content knowledge made it difficult to find content that was stable. Another challenge was that some content had become redundant, was relegated to lower levels, or promoted to higher grades, in an effort to build progression and verticality into the

curriculum. The chapter on *Customer Care and Communication* was a consistent theme throughout the three curriculum statements (NCS,CAPS and Cambridge), and the closest match between them in terms of knowledge coverage, depth and evaluation procedures in the Grade 11 statements.

The learning activity was evaluated and compared for the following:

- a) **the number of activities per chapter or module** - this provided an indication of the learning approach underpinning the particular curricular philosophy.
- b) **the kind of activity** - comprehension based (CB), skills based (SB), knowledge based (KB) and values based (VB).
- c) **the framing of the discursive rules** - how the textbook writers conveyed the intentions of the curriculum in the learning activity (who controlled the selection, sequence and evaluation in the teacher-taught relation).

The measurement tool used for b) was based on an approach used by Crawford and Mirkovic (2003) to illuminate the outcomes and values that a learning program seeks to elicit. Here, the comprehension of an activity means the learner has an understanding of the context and content of the task. This can include the learner's own experience and/or common sense knowledge or knowledge that was learned in a lower grade but the textbook had not covered it prior to or after the task. A knowledge-based task refers the learner explicitly processing knowledge in the pages preceding or after the task; or it could transmit knowledge within the task. Skills and knowledge refer to the practical and attitudinal aspects that the task elicits. An activity can have more than one aim - in other words, it can be comprehension-, knowledge-, skills- and values-based at once.

The framing of the learning activities was analyzed using the following framing codes where:

F++ means framing is strong, teacher controls and directs rules for task, no learner input.

F+ means learner has some input, but the control still lies primarily with teacher

F- means teacher is allowed to suggest and guide, but learner has more control.

F-- means framing is weak, the student is allowed to interpret the task without guidance or direction from the teacher. The activity does not indicate the content, has no structure and the assessment of the activity is implied, not stated.

Table 4.6: Framing coding for learning activities

Selection (content)		Sequence (order of tasks)		Evaluative criteria (objectives)	
Refers to the relative control the teacher and learner have over the selection of the elements that constitute the activity: subjects, contents, tasks, procedures		Refers to the relative control teacher and learner have on the order of the task in the activity and degree of structuring of tasks, in particular activity		Refers to relative control teacher and learner have regarding the definition criteria for assessing the activity; activity is characterized by presence or absence of objectives	
F++	Activity very explicit as to content to address; detailed description of tasks or procedure to execute; exclusively centred on transmitter; no control to student	F++	Activity very structured; presents all micro-activities the student should follow to achieve activity; locus of control exclusively on transmitter; not giving any margin of control to student	F++	very explicit; activity includes list of objectives which may also include other indicators that students must perform / reach; locus of control exclusively on transmitter; no margin of control to student
F+	Activity not very explicit as to the content to address; gives detailed description of tasks / procedures; locus of control on teacher	F+	activity is semi-structured; presents in general way the micro-tasks students should follow; locus of control mostly on transmitter; giving also small margin of control to student	F+	reasonably explicit; objectives are not listed, activity allows the teacher to infer what the student must perform; locus of control fundamentally on teacher; small margin of control on student
F-	Activity general as to the content to address; does not describe the tasks or procedures explicitly, only in general way; locus of control acquirer; giving reasonable margin of control to student	F-	activity has very little structure; features only a general manner the micro tasks that student should follow to achieve tasks; locus of control is in part on the student; giving a reasonable margin of control to the student	F-	quite implicit; locus of control is in part on student; giving reasonable margin of control to student; objectives absent
F--	Activity does not indicate content, nor procedures to use; locus of control focuses on student; wide margin of control to student	F--	activity is not structured; does not feature micro tasks to students; locus of control mainly on student; wide margin of control on student	F--	completely implicit; wide margin of control to student

The learning activities contained in the chapter on *Customer Care and Communication*, in the five different textbooks were analyzed using the above-mentioned tools. Below is an example illustrating how analyzed this was done.

Table 4.7: Example of textbook analysis

Unit of content analysis: Customer Care and Communication							
Textbook	Page	No	Description of activity	Type	Framing		
					Selection	Sequence	Evaluation criteria
Cambridge	109	3	Investigative study: Hotel operational procedures	KB*, SB*	F++	F++	F++
NCS MML	202	1	case study: professional conduct	CB*, SB	F+	F+	F+
NCS OXFORD	206	28	how do you make telephone booking	SB,	F--	F--	F--
CAPS MML	218	2	role-play: responding to a verbal complaint	SB, VB	F-	F-	F-
CAPS OXFORD	230	3	case study: evaluating customer service	CB, KB	F+	F+	F+

where the type of activity refers to

KB - knowledge based

SB - skills based

CB - competency based

VB - values based

The number, kind and framing of the learning activity was measured against the prescriptions set forth in the curriculum policies of the NCS, CAPS and Cambridge (Did the textbook authors interpret the provisions correctly and did they transmit the same message of the curriculum and discipline guidelines into the learning activities?)

4.4 Analytical tool for research question 4 - analyzing the levels of conceptual demand

(How have the depth (cognitive demand) and breadth (subject content coverage) of the curriculum been balanced?)

Bernstein (1999: 159) postulates that knowledge circulates in two discourses, vertical and horizontal discourse. They translate into different knowledge structures, resulting in different experiences for users. This research question was aimed at ascertaining the level of the language in which the pedagogic discourse was articulated. Did it seek to build/emit esoteric, vertical knowledge, which is considered powerful knowledge (Young, 2010) or is the knowledge simple, mundane knowledge, close to the everyday knowledge used in horizontal discourse?

a) Procedure and instrument for cognitive demand

The Grade 11 curriculum statements of the NCS, CAPS and Cambridge were examined to gain an understanding of the levels of the cognitive demand contained in the different versions of the official pedagogical discourse. The factors under consideration were the language in which the discourse was recontextualized and the form the abstraction took, not necessarily the content. The construction of the verb in the sentence indicated the depth (cognitive level).

The Grade 11 policy documents were used. Each sentence was analyzed using an Umalusi designed tool. Umalusi, (the Council for Quality Assurance in the GET and FET) prepared a grid that captured the spectrum of cognitive categories (Umalusi, 2013:92). Based on Bloom's Taxonomy, the Umalusi matrix further details these sub-categories to provide an in-depth analysis of the nature of the knowledge contained in each category.

Only the sections of the curriculum statements that contained discipline content were analyzed and classified. However, the NCS provided the context for the content in the methodological guidelines, so this was also included. The classification was guided by the verb in each sentence. If a sentence or semantic idea was expressed by more than one verb, the verb indicating the higher level of cognitive demand was classified.

A minor modification was made to the Umalusi tool. The lower order and higher order categories were added to measure the total number of sentences dedicated to the higher and lower order levels of thinking.

Table 4.8: Umalusi cognitive demand matrix - modified

CATEGORIES OF COGNITIVE DEMAND					
LEVELS	SUB - CATEGORIES		FREQUENCY		
			NCS	CAPS	CAMB
Remembering: Factual Knowledge	A	Recall, recite and remember facts			
	B	Define and describe basic facts			
	C	Identify, label, select and locate information			
	D	Know appropriate (subject) vocabulary			
Understanding: Comprehension	E	Understanding previously acquired information in a familiar context			
	F	Regarding information gathering: change or match information			
	G	Regarding use of knowledge: distinguish between aspects, compare and explain			
TOTAL LOWER ORDER					
Applying (Application)	H	Interpret and apply knowledge			
	I	Choose, collect and perform basic classification of information			
	J	Modify the existing knowledge			
	K	Use well-known procedures			
	L	Select most appropriate information/data and decide on best way forward			
Analyzing (Analysis and problem-solving)	M	Analysis of information in a new or unfamiliar context			
	N	Examine and differentiate			
	O	Break down a problem into its constituent parts			
	P	Use the appropriate information and methods to solve problems			
Evaluating (Evaluation) and Creating (Synthesising)	Q	Construct or formulate new ideas			
	R	Weigh possibilities and make recommendations			
	S	Give general critique on a fairly straight-forward situation			
	T	Evaluate, critique and recommend by considering all information available			
	U	Synthesise, create or find innovative solution			
TOTAL HIGHER ORDER					

The spectrum of cognitive categories, as suggested in the above table, enabled an assessment of the overall spread of the cognitive demand, otherwise referred to as the depth of knowledge, covered in each of the curriculum statements. The inclusion of the higher and lower order classification allowed for a more rigorous comparison.

Because the tool utilized only the sentences contained in the sections on the discipline content, the tool also enabled an assessment of the degree of explicitness of each curriculum. The number of sentences indicated how specifically the curriculum conveyed the what must be covered. The greater the number of sentences, the more explicit or specific the curriculum. Fewer sentences meant the curriculum was vague and under-specified the content to be covered. The number of sentences therefore allowed for an analysis into the breadth of content coverage within the curriculum.

4.6 Analytical tool for research question 5 - verifying the cognitive coherence between the intended and attained curriculum.

(the distribution of cognitive demand in the assessed curriculum)

The planned and the assessed curriculum was examined to ascertain whether the intended levels of cognitive demand prescribed in the planned curriculum were assessed appropriately in the attained curriculum.

For the analysis of the distribution of the cognitive demand categories, only the Grade 12 NCS and Cambridge curriculum statements and their accompanying assessments were examined and compared, using the available external assessment data (At that point CAPS had not been externally assessed - the first external examination was in November 2014).

The verb in the exam question indicated the cognitive level at which the question was pitched.

a) Cognitive demand in the planned NCS

The disciplinary content (articulated in the learning outcome and assessment standard) and the methodological guidelines of the Grade 12 NCS were analyzed per sentence or semantic idea. The sentence was the unit of enquiry. The Revised Bloom’s Taxonomy Tool, constructed by Anderson and Krathwohl (2001), was used to evaluate the level of cognitive demand of the sentence. The action word in the sentence was used to guide the analysis.

For a deeper comparison, the lower order and higher order categories were also added up. An example follows.

Table 4.9: Revised Bloom's Taxonomy - analytical instrument for grade 12 NCS (example)

Unit of analysis Sentence	Remembering Factual Knowledge	Understanding Comprehension	Total Lower order	Applying Application	Analysis and Problem solving	Evaluation and Synthesis	Total higher order
learners must understand how the service delivered by an organization impacts on business profitability. (NCS grade 12 - sentence 43)		X					
learners will investigate the location of a country in relation to time and its influence on travel planning. NCS grade 12 - sentence 24)					X		

b) Cognitive demand in the National Senior Certificate examination

To establish the levels of cognitive demand in the assessed curriculum, the official National Senior Certificate examinations for Tourism, from 2008 to 2012 (November examination papers), were analyzed. The unit of analysis was the exam question. Using Anderson and Krathwohl (2001), each question was analyzed. The value of the exam question was matched against the particular cognitive category the verb matched. Such a measurement indicated the mark allocation per cognitive category.

Table 4.10: Revised Bloom's Taxonomy - analytical instrument for grade 12 National Senior Certificate (example)

Nr	Question	Mark Allocation	Remembering Factual Knowledge	Understanding Comprehension	Applying Application	Analysis / Problem solving	Evaluation and Synthesis
9.2.2	identify two types of technology used to access functions listed in the picture	4		4			
7.3.1	Calculate how much ZAR the tourist will receive	3			3		

This analysis enabled a consideration of the mark allocation per cognitive category and illuminated the range of the cognitive levels in the national examination.

c) Cognitive demand in the Cambridge IGSCCE examination

For the Cambridge syllabus, the Cambridge IGSCCE examinations were analyzed. The same measurement tool and process was applied. However, only the 2011 and 2012 examination papers were available for analysis.

Table 4.11: Revised Bloom's Taxonomy - analytical instrument for Cambridge IGSCCE (example)

Nr	Question	Mark Allocation	Remembering Factual Knowledge	Understanding Comprehension	Applying Application	Analysis / Problem solving	Evaluation and Synthesis
2	c. Explain three ways in which tourism development areas of outstanding natural beauty can create positive environmental impacts (paper 1, 2012)	6		6			
2	e. State and explain three negative environmental impacts that can result from the development of water sport activities (paper 1, 2011)	6	3	3			

The application of the simpler version of the Revised Bloom's Taxonomy, rather than the detailed Umalusi matrix, allowed the similarities and differences to stand out more starkly.

The lower and higher order cognitive categories for both the National Senior Certificate examination and the Cambridge International examination were also added and compared.

In addition, the National Senior Certificate results were also compared with the Subject Assessment Guideline documents that stipulate the levels of cognitive demand of examinations. The aim was to compare the provisions set out in the intentional curriculum with the actual assessed curriculum.

4.7 Validity

The preceding curriculum analysis provided data triangulation, which, according to Guba and Lincoln (1984), means the application of a systematic process of sorting through the data to find common themes or categories to eliminate overlapping areas. A variety of sources was used, and different perspectives, theories and methods were used to cross-check the data and interpretation thereof, as proposed by Denzin (1978) and Yin (1984). The instruments used were either developed from prior research or based on existing studies.

4.8 Shortcomings and sources of error

The data collection and analysis did not include the additional curriculum resources, the Learning Programme Guidelines (LPG) and the Subject Assessment Guidelines (SAG) for tourism.

The textbook analysis was conducted on a specific topic using only one of the constituent elements contained in the textbook, namely the learning activity. The nature of the topic (Customer Care and Communication) that was analyzed provided a range of practical interactive learning activities and because it was competency-based. Another topic or section might not have afforded the same range and number, for example the sections on the tourism industries and/or tourism sectors are more inclined to knowledge-based activities.

The assessment tools used did not include an analysis of the Practical Assessment Tasks (PAT). While the PAT is a component of the NCS assessment, it does not render itself to be analyzed based on the nature of the task. The PAT is in project format which makes it difficult to analyze using the same investigative method.

The analysis of the curriculum documents in sentences could be viewed as subjective. The framework provided by Neves and Morais (2001) explicitly requires an interpretation of the

sentences on the basis of the semantic idea or meaning it elicits, not in the grammatical sense.

The issue of researcher bias is characteristic of qualitative analysis. Burke Johnson (1997:284) ascribes this to the exploratory nature of the research that is open ended and less structured than quantitative research. While he does not refer to qualitative research in terms of validity, but speaks of research that is plausible, credible, trustworthy and therefore defensible (1997:283), he does confirm that researcher bias poses a potential threat to validity. The application of triangulation, as discussed below, has remedied this concern to a great extent.

He recommends specific strategies to promote qualitative research validity, including triangulation. Burke Johnson defines triangulation as 'cross-checking information and conclusions through the use of multiple procedures of sources. When these are in agreement there is corroboration'. Of particular importance to this study was the application of data and theory triangulation, which refer to the use of multiple sources to help understand a phenomenon and the many perspectives consulted to interpret and explain the data. The three cases, range of data sources and the data collection tools used should increase the validity of the research undertaken.

4.9 Conclusion

An analytical tool was developed for each research question. These have been outlined in this chapter and the potential use of them, together with their validity and shortcomings, has been discussed.

CHAPTER FIVE

DATA ANALYSIS & RESULTS

5.1 Introduction

This chapter presents the analysis and findings of the data for each case, first individually and then comparatively. A short discussion on the results per research question follows.

5.2 RESULTS OF THE DISTRIBUTION OF INSTRUCTIONAL AND REGULATIVE DISCOURSE AND KNOWLEDGE, SKILLS AND VALUES - RESEARCH QUESTIONS 1 & 2

The two research questions were answered simultaneously, since they were directly related to each other. In each case the discourse aspect was first revealed, followed by the learning aspect.

5.2.1 The analysis of the NCS

a) Regulative and instructional discourse

Cited as a technically over-designed curriculum statement (Ministry of Education, Review Committee, 2000), the NCS contained 160 sentences (from page 1 to 32). Of this, 43 sentences covered the overall curricular aims and principles for education, and as such were categorized as regulative discourse (RD). The RD sets the general rules and procedures for the delivery of the national curriculum statement from a macro perspective.

Table 5.1: Results for NCS - grade 11

			RD - REGULATIVE DISCOURSE	ID -INSTRUCTIONAL DISCOURSE		
		Totals		KNOWLEDGE	SKILLS	VALUES
1	CURRICULUM GUIDELINES: AIMS & PRINCIPLES (A+B)	43	43	0	0	0
		%	100%	0	0	0
2	DEFINITION & CONTENT & METHODOLOGICAL GUIDANCE (C+D+E)	117	45	32	39	1
			39%	33%	27%	1%
	TOTAL	160	88	32	39	1
	TOTAL %		55%	20%	24%	1%

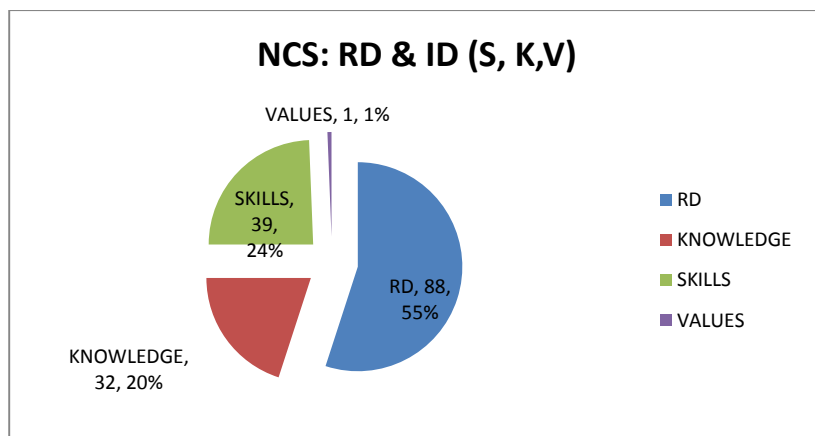
The discipline guidelines, dedicated to tourism-specific discourse, were covered in 117 sentences. This section contained sentences that expressed both instructional and

regulative discourse. The ID consisted of 72 (32+39+1)sentences (61% of discipline guidelines). The remaining 45 sentences were specifically and explicitly regulating, and therefore classified as RD - as noted in Chapter Three, a sentence must be classified as either RD or ID, not both. Even though the sentence related to tourism-specific instructional discourse, the sentences were not classified as such (ID), because of the regulating principle expressed. These sentences were classified as RD since it justified implementing the subject and prescribed how the content should be communicated i.e. they were specifically regulating. The sentences were grouped under the following subheadings: the definition, purpose, scope and educational links of tourism. For example, listed under the subheading, the purpose of tourism, sentence 9 reads: *the study of tourism aims to redress historical imbalances, as the majority of the population was previously excluded from tourism from both a consumption and ownership point of view.*

b) Knowledge, Skills, Values

Of the 72 sentences of the instructional discourse the sentence analysis showed that 39 of the sentences expressed the advancement of skills, 32 sentences focused on the inculcation of knowledge and one sentence explicitly specified a value to be instilled.

Figure 5.1: Comparison of RD, ID (K,S,V) in NCS



To summarize, a (marginal) majority of the sentences in the NCS were classified as regulative discourse. These sentences, in principle, aimed to regulate the pedagogic process. These were present in both the macro plan / curriculum guidelines (for education as a whole) and the micro plan / discipline guidelines (relating to the specifics of tourism within the classroom). A look at the character of these regulative sentences revealed the democratic values the state hoped to inculcate through the transmission of the pedagogic discourse, for example sentence number 10: *aims to address these imbalances by encouraging learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services.* The remaining

instructional discourse prioritized the development of skills above the acquisition of knowledge.

5.2.2 Analysis of the CAPS curriculum statement

a) Regulative and Instructional Discourse

The CAPS policy document has a more streamlined design than the NCS. CAPS omitted a number of sub-sections including the purpose, scope and educational links and the methodological guidelines (to the NCS curriculum). The content is listed topically, rather than in learning outcomes and assessment standards. All of these had a relative impact on the distribution of regulative and instructional discourse.

The CAPS curriculum statement was contained in 173 sentences. The curriculum guidelines, capturing the macro plan for education, were presented in 23 sentences. All were explicitly regulating and therefore categorized as regulative discourse. These sentences reiterated the state's intention for education, based on the Constitution (NCS, 2006: 1).

Table 5.2: Results for CAPS - grade 11

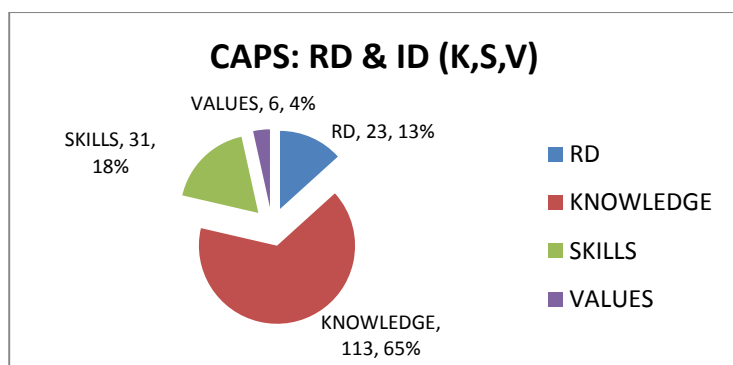
			RD	ID -INSTRUCTIONAL DISCOURSE		
		Totals	REGULATIVE DISCOURSE	KNOWLEDGE	SKILLS	VALUES
1	CURRICULUM GUIDELINES: AIMS & PRINCIPALS (A)	23	23			
		%	100%			
2	DISCIPLINE GUIDELINES: AIMS & CONTENT (C+D)	150	0	113	31	6
		%	0%	75%	21%	4%
	TOTAL	173	23	113	31	6
	TOTAL	%	13%	65%	18%	4%

All the remaining 150 sentences pertained to tourism-specific content. They were all classified as instructional discourse because they related to classroom-specific, and discipline-specific items.

b) Knowledge, Skills, Values

The instructional discourse prioritized knowledge in 65% of the total number of sentences, with skills and values covering 18% and 4% respectively.

Figure 5.2: Comparison of RD, ID (K,S,V) in CAPS



To summarize, the (overwhelming) majority of the sentences in the CAPS curriculum statement were dedicated to the instructional discourse. The sentences are specific and not shrouded in learning outcomes and assessment standards. The results indicate that the state has relinquished its regulating approach in favour of an academic approach. The emphasis on the relay of knowledge in the instructional discourse substantiates this. In addition, a greater number of sentences were dedicated to the transmission of knowledge, than skills.

5.2.3 Analysis of Cambridge Syllabus

a) Regulative and Instructional discourse

The Cambridge curriculum statement has a succinct, user-friendly design with the focus on discipline specific aims, assessment and content sections.

The Cambridge syllabus, generated under the Cambridge IGCSE Travel and Tourism (Syllabus Code 0471), is independent of any constitutional prescription and therefore does not set out specific regulations for the transmission of its syllabus i.e. there is no regulating discourse.

All 137 sentences, comprising the entire syllabus, expressed tourism specific instructional discourse.

Table 5.3: Results for Cambridge

CAMBRIDGE - Year 11

			RD REGULATIVE DISCOURSE	ID - INSTRUCTIONAL DISCOURSE		
		Totals		KNOWLEDGE	SKILLS	VALUES
1	CURRICULUM GUIDELINES CURRICULUM AIMS & PRINCIPLES	0	0			
2	DISCIPLINE GUIDELINES DISCIPLINE AIMS & ASSESMENT OBJECTIVES & CURRICULUM CONTENT	137	0	72	63	2
		Total %	0%	57%	42%	1%

b) Knowledge, Skills, Values

The instructional discourse marginally valued the transmission of knowledge, above skills. Values were not prioritized.

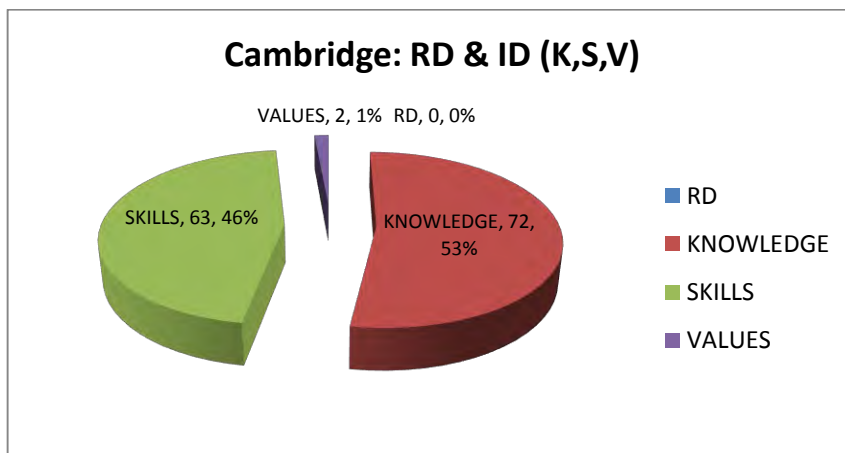


FIGURE 5.3: Comparison of RD, ID (K,S,V) Cambridge syllabus

The above illustration shows the omission of the regulative discourse. Knowledge and skills cover 53% and 46%, respectively, and 1% constitutes values.

5.2 4 Comparative analysis of cases: Regulative and Instructional Discourse

Results and findings

The three cases revealed the following: CAPS and Cambridge showed a similar distribution of the instructional and regulative discourse. Both placed greater emphasis on the

instructional discourse. The NCS, however, placed more focus on the distribution of regulative discourse, and the difference between ID and RD was marginal.

Table 5.4: Comparative results for RD and ID

NCS		CAPS		CAMBRIDGE	
RD	ID	RD	ID	RD	ID
55%	45%	13%	87%	0	100%
RD > ID		RD < ID		ID ONLY	

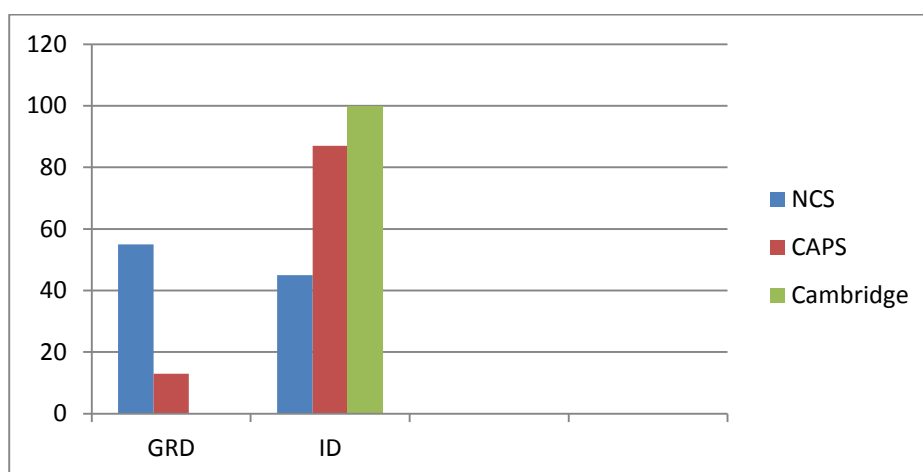


Figure 5.4: Comparative results RD and ID

The newly democratized state, seeking to affirm its political agenda of democracy, equality and inclusion, has extended the regulation of this ideology into the make-up of the NCS. The high incidence of sentences favouring RD reflects urgency for transformation in education and the industry through the preferential distribution of regulative discourse in the entire tourism official pedagogic discourse. The focus on the regulative dimension of learning rather than content / knowledge to be transmitted, attests to the state's vision for a 'certain type of consciousness' to be realized. The governing regulative discourse, both by implication and explicit articulation, emphasizes this exigency.

The new CAPS documents displayed a waning of the regulative influence on the OPD. Implemented in 2012, the state's focus has shifted from inculcating predominantly RD, to making its focal point the transmission of specific academic discourse. The recontextualizing authorities have continued to express the socio-political motives for the pedagogic relations, but this time concisely and in much shorter text: the aims and principals were covered in 23 sentences and there was no regulative discourse in the discipline guidelines. (The previous NCS had 39% of the discipline guidelines focussed on RD.) The importance given to the ID above the RD (evident in the sentence analysis) was dramatic. The specifics of the tourism knowledge to be transmitted dominates the curriculum; it also has a closer fit with the Cambridge syllabus - evident in the content discipline topics and the knowledge

contained in the sub-sections (see addendum A) - making it more in line with the international standard.

The Cambridge model exhibited less anxiety about the state's pursuit of a political agenda, and is written up in only instructional discourse - there was no motive to regulate any kind of ideology into the text. The absence (of the regulative discourse) illuminates role of the socio-political in the OPD.

5.2.5 Comparative analysis of the cases: Distribution of knowledge, skills, values

Results and findings

The results can be expressed as a percentage of the total number of sentences in each curriculum statement. The NCS and CAPS showed marked differences in their valuing of knowledge and skills. Firstly, NCS favoured the transmission of skills rather than knowledge, whereas CAPS valued the relay of knowledge above skills. Secondly, the number of sentences of the total curriculum statement dedicated to the transmission of knowledge in the NCS was 20% of the total, while the CAPS figure is 65%.

Table 5.5: Results for distribution of Knowledge, Skills & Values

NCS			CAPS			CAMBRIDGE		
K	S	V	K	S	V	K	S	V
20%	24%	1%	65%	18%	4%	57%	42%	1%
K < S > V			K > S > V			K > S > V		

The CAPS and Cambridge curriculum statements showed similar patterns of distribution, favouring the inculcation of knowledge above skills, however, the margins of difference were notable. Also significant was the high prevalence of skills in the Cambridge syllabus. The Cambridge curriculum statement makes explicit the vocational base of the subject in its preamble, and it is further conveyed in the percentage apportioned to the valuing of skills.

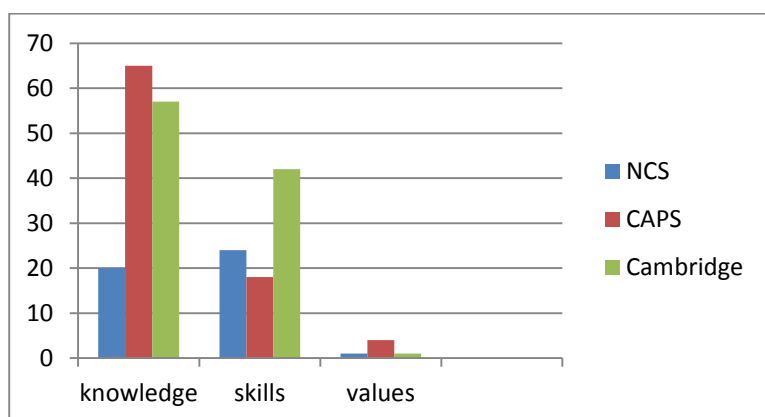


Figure 5.5: Comparative results Knowledge, Skills & Values

There was a considerable change in focus from skills and knowledge in the NCS to excessively high levels of knowledge in CAPS. The new CAPS policy shows a greater alignment to the Cambridge syllabus, with regard to design and modelling of knowledge, than the NCS does.

5.3 RESULTS FOR FRAMING IN CURRICULUM STATEMENTS - RESEARCH QUESTION 3

The degree of control which the state intended over the official pedagogic discourse was measured from two perspectives. Firstly, the explicitness of the content: the more explicit the content, the greater the control on the part of the state, the more directive the teachers approach, the less the role played by the learner. Secondly, the message expressed in each sentence - the framing value of the sentence. Varying degrees of control were used to measure the state's instruction to the teacher.

5.3.1 Comparative analysis for framing: Content explicitness

Content explicitness was recorded from the number of sentences, or semantic ideas, expressed in each curriculum statement. Each curriculum statement was fairly explicit in its coverage of its intention. However, the number of sentences dedicated to each subsection varied dramatically between curricula: the higher the number of sentences per subsection, the greater the control on the part of the transmitter / teacher.(refer 4.4 - the higher the number of sentences the greater the explicitness)

Table 5.6: Analysis and results for framing

Criteria	NCS	CAPS	Cambridge
A. Curricular aims & principles	37	23	0
B. Curriculum structure	6	0	0
C. Discipline aims	43	13	16
D. Discipline content	18	107	83
E. Discipline methodological guidance	23	0	0
TOTAL NUMBER OF SENTENCES	127	143	99

The NCS was rated fairly explicit with regards to the total number of sentences. The distribution of the sentences for each subsection indicated higher control levels, compared to CAPS and Cambridge. The relaxed control over the discipline content was especially significant. This implies that while the state prescribed specific directives for the transmission of curricula and discipline aims, it was much less explicit with regards to discipline content, allowing the teacher to elicit greater input from the student.

CAPS was the most explicit. The coverage of the discipline content in 107 sentences indicated the state's directive intention, controlling the transmission of specific discipline content, with minimal input from the learner. The figures also showed a drop in number of sentences covering the curriculum guidelines, from 43 (37+6) to 23; and the discipline aims were captured more succinctly, a drop from 43 to 13. This confirmed a decrease in the emphasis placed on the regulative discourse.

The Cambridge curriculum statement was also rated as fairly explicit since it articulated the discipline content in a number of sentences; implying greater control by the teacher over the content to be covered in the transmitter-acquirer relationship.

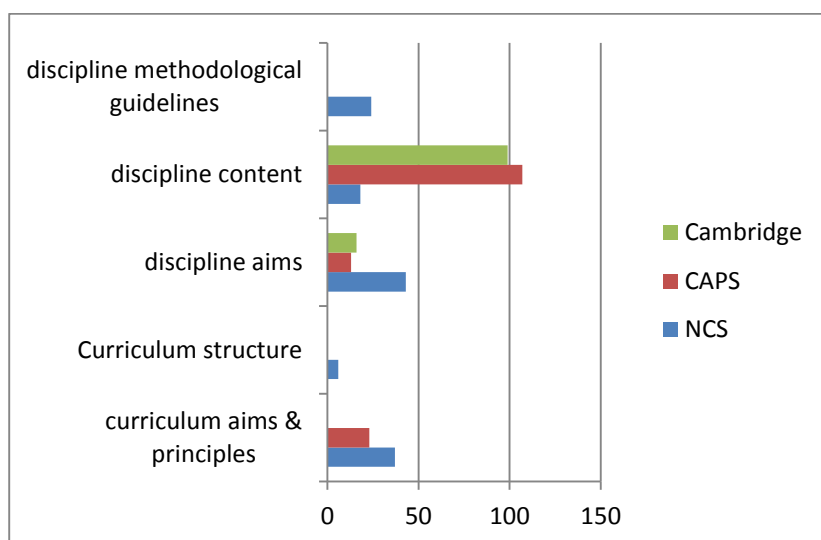


Figure 5.6: Comparative results for framing - research question 3

The CAPS and Cambridge curricula exhibited similar patterns, in terms of explicitness and valuing of the discipline content component. Both the curriculum statements also omitted certain sections from the curriculum and discipline guidelines.

5.3.2 Comparative analysis for framing: framing value of each sentence

The framing of the sentence indicates the degree to which the state controls the teaching-learning process between teacher and student. Strong framing (F++) means the teacher wishes to instruct and control the teaching-learning process with little or no intervention by the learner. When the teacher guides learning, allowing the learner some participation in the teaching-learning process, while still maintaining control, framing is medium (F+). Weak framing implies more autonomy on the part of the learner in the teaching-learning process (F-).

Table 5.7: Framing of sub-sections

CRITERIA	NCS			CAPS			CAMBRIDGE		
	F++	F+	F-	F++	F+	F-	F++	F+	F-
A. Curricular aims & principles	37	0	0	23	0	0	0	0	0
B. Curricular structure	6	0	0	0	0	0	0	0	0
C. Discipline aims	18	25	0	13	0	0	16	0	0
D. Discipline content	0	9	9	80	27	0	45	38	0
E. Discipline methodological guidelines	12	6	5	0	0	0	0	0	0
SUBTOTAL	85	40	14	116	27	0	61	38	0
TOTAL NUMBER OF SENTENCES	127			143			99		

The results for the NCS revealed that the curriculum guidelines were strongly framed, to ensure that the overall/macro plan for education is communicated. The framing of the discipline guidelines was less directive; even though some sentences were strongly framed, others suggested/permitted student participation. The most striking finding of the NCS analysis was the framing of the discipline content. Half of the sentences were suggestive and the other half allowed for a high degree of student autonomy over the content, implying that the state relinquished control over how the content should be relayed and entrusted the engagement with content to the teacher and the student.

Framing in the CAPS curriculum statement was different. The aims of the curriculum were strongly framed. The teacher controlled and directed the transmission thereof. The vast majority of the sentences (80%) in the discipline content were also strongly framed, while 20% permitted some participation on the part of the learner.

The aims in the Cambridge syllabus were strongly framed, with the control over the teaching-learning process, centred on the transmitter. While the majority of the sentences in the discipline content was strongly framed, a good number of sentences also allowed for some learner input.

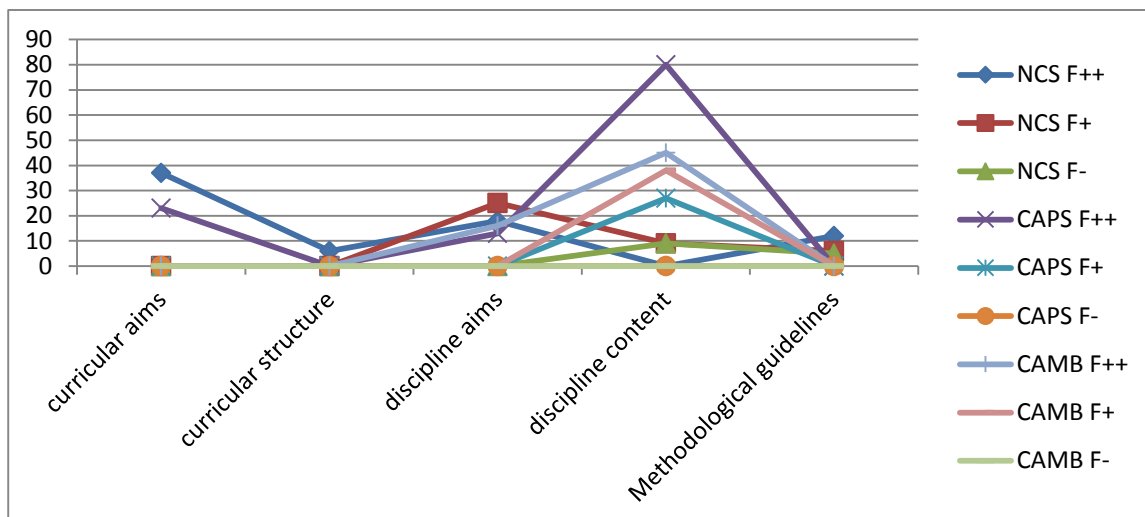


Figure 5.7 Comparative results for framing in textbooks

Results and preliminary findings

The three curriculum statements examined concurred regarding the framing of the aims of education. These were strongly framed directing the teacher to transmit the goals of the state. The framing of the discipline content varied. The framing legitimates the theory of instruction, how the discourse will be transmitted between the teacher and the learner in the teacher-learner process (who will control the learning). This was different for each curriculum statement. NCS favoured a learner-centred approach, while CAPS favoured a teacher-centred approach. Most of the sentences of the Cambridge syllabus were framed strongly, suggesting mostly teacher-centred learning, but some were also framed suggestively, permitting input from the learner.

5.4 RESULTS FOR TEXTBOOK RECONTEXTUALIZATION - RESEARCH QUESTION 3b

The role of the textbook in the process of recontextualization was also evaluated. This was done through an analysis of the learning activity contained in the discipline content on *Customer Care and Communication*. The reproduction of the official pedagogic discourse in the textbook was advanced from three perspectives: number, type and framing of the activity. Five textbooks were analysed; two textbooks produced for the NCS framework, two for the CAPS framework and a Cambridge Travel and Tourism textbook.

5.4.1 Comparative analysis for textbooks: number of activities

The number of activities was indicative of the pedagogical approach the curriculum promoted.

Table 5.8: Results for number of activities

	NCS - Focus on Tourism (Maskew Miller Longman)	NCS - Oxford successful Tourism (Oxford University Press)	CAPS - Focus (Maskew Miller Longman)	CAPS - Oxford (Oxford University Press)	Cambridge IGCSE Travel and Tourism (Cambridge University Press)
Number of activities	41	40	7	9	8

The NCS, based on the outcomes-based education ideology, promoted a learner-centred and activity-based approach (sentence number 8, NCS). The large number and wide array of activities made available in the textbooks produced within this policy framework illustrate this. Both the Focus and the Oxford textbooks complied with this provision set out in the NCS policy documents.

The CAPS teaching philosophy is teacher-centred, with greater focus on the transmission of discipline content that allowed for 'active and critical learning'. The Focus and Oxford textbooks, produced within this policy framework that emphasized discipline-based knowledge, complied.

The Cambridge textbook of Travel and Tourism also appropriately recontextualised the provision for teacher-centred activities.

5.4.2 Comparative analysis of textbook: kind/type of activities

The activities were analyzed for the kind of learning they elicited, then classified as skills-, knowledge-, comprehension-, or values-based. An activity could have more than one learning aim (for example, it could be comprehension-, knowledge-, skills- and values-based all in a single activity. This meant that the total values per textbook (in some instances) exceeded the number of activities.

Table 5.9: Results for type of activities

Type of activity	NCS - Focus	NCS - Oxford	CAPS - Focus	CAPS - Oxford	Cambridge
Comprehension (CB)	29	30	2	7	8
Knowledge (KB)	11	8	6	2	6
Skills(SB)	33	19	2	4	4
Values (VB)	1	0	0	0	0

The NCS Focus textbook prioritized skills development and comprehension-based learning activities. NCS Oxford also prioritized comprehension and skills, but to a lesser degree. Both textbooks were in agreement with the NCS provision - favouring of skills above knowledge (see 4.2.5)

The CAPS Focus textbooks captured the content in a reduced number of learning activities and prioritized knowledge in them, while CAPS Oxford continued in the old vein with comprehension- and knowledge-based exercises. The CAPS Focus textbook better articulated the policy prescriptions.

The learning activities, covered in the Cambridge Travel and Tourism textbook, captured the syllabus requirements well, emphasizing knowledge and skills in the prescribed proportions.

5.4.3 Comparative analysis: Framing

The framing measured the relative control, exercised by the teacher and taught, in the selection, sequencing and evaluative criteria of the learning activity. Four degrees of framing were employed, namely FF++ (teacher controls discursive rules, no input from learner), F+ (teacher is in control but allows learner to participate), F- (learner has higher degree of autonomy than the teacher, teacher has some input in learning activity) and F-- (learner has total control over the discursive rules and teacher has no control).

The framing applied pertained to the discursive rule as a whole and therefore included selection, sequencing and evaluation.

Table 5.10: Comparison of control over discursive rules

Discursive rules (selection, sequencing & evaluative criteria)	NCS - Focus	NCS - Oxford	CAPS - Focus	CAPS - Oxford	Cambridge
F++	0	0	1	0	1
F+	17	4	6	4	3
F-	24	21	0	4	4
F--	0	15	0	1	0

There were no activities in the NCS Focus textbook that gave the teacher or student full autonomy over an exercise. All the activities examined expected participation from both the teacher and the learner, though most activities favoured more learner input.

The NCS Oxford textbook prioritized learner input. Most activities expected some or full autonomy on the part of the learner, with the teacher facilitating a few activities.

The few activities, listed in the CAPS Focus textbook, were mostly teacher-centred, allowing some learner input. CAPS Oxford was learner- and teacher-directed, only one activity was fully centred on the learner.

The Cambridge textbook spread the control of activities between teacher and students more evenly than the other textbooks, though none of the exercises was fully controlled by the learner.

Results and preliminary findings

The reproduction of the curriculum statements into the textbooks was faithful. The textbooks that were produced in the NCS framework interpreted the OBE learner-centred, activity-based prescription correctly. This was evident from the high number of activities that were mostly skills-based and learner-centred.

Similarly, the CAPS textbook authors carried through the curriculum prescriptions in the learning activities. The decreased number of activities ensured greater focus on the knowledge aspect in the textbook. The few activities contained in the books were mostly knowledge-based and teacher-centred.

5.5 RESULTS FOR DEPTH AND BREADTH OF KNOWLEDGE IN CURRICULUM STATEMENTS - RESEARCH QUESTION 5

5.5.1 Comparative analysis: Levels of cognitive demand

To gain insight into the general levels of cognitive demand in this new subject, the grade 11 NCS, CAPS and Cambridge curriculum statements were analyzed. Using the modified Umalusi matrix, only the sentences listed under the discipline content were examined. The indicator was the verb in each sentence, this guided the analysis. Where there was more than one indicator (verb), the highest cognitive category was used.

Table 5.11: Results for cognitive demand categories

CATEGORIES OF COGNITIVE DEMAND					
LEVELS	SUB - CATEGORIES		NCS	CAPS	CAM
Remembering: Factual Knowledge	A	Recall, recite and remember facts	0	0	0
	B	Define and describe basic facts	2	4	0
	C	Identify, label, select, locate information	4	11	2
	D	Know appropriate (subject) vocabulary	0	25	1
Understanding: Comprehension	E	Understanding of previously acquired information in a familiar context	1	2	1
	F	Regarding information gathering: change or match information	0	4	6
	G	Regarding use of knowledge: distinguish between aspects, compare and explain	10	21	20
TOTAL NUMBER OF SENTENCES - LOWER ORDER			17	67	30
Applying (Application)	H	Interpret and apply knowledge	6	21	6
	I	Choose, collect and do basic classification of information	0	16	0
	J	Modify existing by making use of existing knowledge	0	0	0
	K	Using well-known procedures	0	1	11
	L	Select most appropriate information/data and decide on best way forward	0	1	0
Analysing (Analysis and problem-solving)	M	Analysis of information in a new or unfamiliar context	2	0	19
	N	Examine and differentiate	4	0	4
	O	Being able to break down a problem into its constituent parts	4	0	3
	P	Using the appropriate information and methods to solve problems	0	0	9
Evaluating (Evaluation) and Creating (Synthesising)	Q	Construct or formulate new ideas	4	1	1
	R	Weigh possibilities and do recommendations	3	0	0
	S	Opinion, giving general critique on a fairly straight-forward situation	1	0	0
	T	Making judgement (evaluate), critique and recommend by considering all information available	0	0	0
	U	Synthesise, create or find innovative solution	0	0	0
TOTAL NUMBER OF SENTENCES - HIGHER ORDER			24	40	53

On the surface, the table appears to have no distinct pattern for the distribution of cognitive demand across the different curriculum statements, and none of the categories of knowledge emphasized a particular level of cognitive demand. However, when the sentences are grouped per category some kind of pattern develops.

At the lower cognitive levels, the NCS placed its focus on *understanding and comprehension* level, with particular focus on sub-category G (*use of knowledge to distinguish, compare and explain*). The Cambridge Syllabus showed similar results, with the focus on understanding and comprehension levels and the emphasis on sub-category G also. CAPS, however, displayed a greater distribution of sentences that were focused on the *memory /remembering factual* knowledge levels. Most of the sentences were grouped under sub-category D - *knowing the right* vocabulary. CAPS also prioritized sub-category G - *regarding the use of knowledge to distinguish, compare and explain* (similar to NCS and Cambridge).

At the lower cognitive levels, the NCS and Cambridge displayed similar patterns again. Both the curricula feature the cognitive level grouping under *analysis* and *problem-solving* levels prominently. CAPS placed greater emphasis on the *application* levels; the ability to *interpret* knowledge and *classify* information- sub-category H and I featured mostly.

The overall number of sentences dedicated to the lower and higher order categories differed for the each case. There was a greater proportion of sentences dedicated to higher than lower order categories for NCS and Cambridge. CAPS grouped a greater number of sentences under the lower cognitive level category.

Table 5.12: Distribution of higher and lower order cognitive categories

Cognitive levels	NCS	CAPS	CAMBRIDGE
Sentences	41	107	83
Lower order	17 - 42%	67- 62%	30 - 36%
Higher order	24- 58%	40 - 38%	53 - 64%

5.5.2 Comparative analysis: Degree of explicitness

The statistics also indicated another aspect related to conceptual demand, namely the breadth of content coverage, which relayed the extent to which the content was covered. The number of sentences indicated how explicitly the discipline content was stated (refer also section 4.2 - tool used for the framing of the textbook). The difference between the number of sentences contained in the NCS and CAPS was stark, while Cambridge fell between the two. The NCS was the least explicit: minimal coverage of discipline content, indicating less specification on the content to be covered. CAPS contained 107 sentences in its discipline content indicating, in great detail, the specifics of the content to be covered. The explicitness means the breadth of knowledge to be communicated is wide and specific. Cambridge was less explicit than CAPS, but twice more specific than NCS.

A summary of both the depth and breadth of the conceptual demand showed the following:

- NCS less breadth, greater depth - fewer sentences, more emphasis on higher levels of cognitive demand
- CAPS wider breadth, less depth - more sentences, concentrating on lower cognitive demand categories
- Cambridge wider breadth (than NCS), greater depth (than CAPS) - more sentences, more emphasis on higher cognitive categories.

5.6 RESULTS FOR ALIGNMENT BETWEEN INTENDED AND ATTAINED CURRICULUM - RESEARCH QUESTION 5

The National Curriculum Statement and the National Senior Certificate (NSC) examination were analyzed and compared using the Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001). The aim was to measure the levels of coherency between the intended and assessed curriculum.

5.6.1 Results for comparison of NCS and NSC: cognitive categories

The sentences expressed in the discipline contents (C) and methodological guidelines (MG) of the Grade 12 National Senior Certificate (NCS) were analyzed. The methodological guidelines were included because they contained the context for the content - prescribing the cognitive levels. From the NSC examination, each sentence containing an *exam question* was analyzed and the mark allocation was the value ascribed to it. The November examinations for the five years, 2008 – 2012, were analyzed.

Table 5.13: National Curriculum Statement & National Senior Certificate distribution of cognitive categories - Grade 12

Document	Remembering Factual knowledge	Under standing Comprehension	Total lower order	Applying Application	Analysis and problem- solving	Evaluation and synthesis	Total higher order	Mark
INTENDED CURRICULUM - NCS								
Nr of sentences: NCS - C + MG	1	24	25	5	9	8	22	47
% distribution	2%	51%	53%	11%	19%	17%	47%	100 %
ATTAINED CURRICULUM - NSC								
NSC - 2008	75	95		13	0	17		200
NSC - 2009	72	65		43	12	8		200
NCS - 2010	86	78		20	6	10		200
NSC - 2011	85	86		6	16	7		200
NSC - 2012	97	75		13	11	4		200
% distribution	41%	40%	81% *	9%	5%	5%	19%*	100 %

* denotes reference to table 5.15

Where the sentences in the learning outcomes indicated more than one verb, implying more than one cognitive category, the highest category was chosen. The intended curriculum indicated the transmission of lower order cognitive categories in 53% of the sentences, especially at the levels of understanding and comprehension. The rest were articulated at higher order cognitive levels, especially the analysis and problem-solving categories.

The National Senior Certificate examination was previously set at lower levels. After averaging the scores for the past five years, it was revealed that the NSC exams covered the lower level thinking categories at 81%, whilst only 19% was dedicated to higher order questions. There was a wide gap between the intended and assessed curriculum with respect to cognitive demand levels.

For a deeper analysis, the Subject Assessment Guidelines (SAG) (Department of Education, 2005) for tourism was consulted. The SAG document suggests the cognitive levels for tests and examinations to be set at within the NCS framework policy. The following is an extract from SAG.

Each task and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, Evaluation and synthesis	20	40

Department of Education (2005,11)

The SAG suggests that at least 50% of exam paper must cover lower order type of questions and 50% higher order. A comparison of the intended, subject assessment guidelines and the actual assessed curriculum show the following:

Table 5.14: Comparison of National Senior Certificate and SAG provision

COGNITIVE LEVEL	NCS (% of sentences)	SAG (%)	NSC Examination (%)
Knowledge	2	30	41
Comprehension	51	20	40
Total lower order	53	50	81
Application	11	30	9
Analysis, Evaluation and synthesis	36	20	10
Total higher order	47	50	19

The assessed curriculum did not comply with the provisions set in the SAG document with respect to the suggested cognitive level, or the total higher and lower order prescriptions.

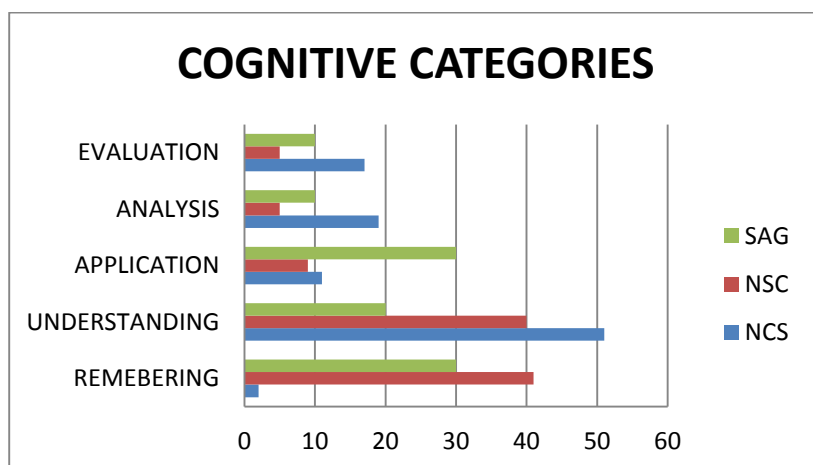


Figure 5.8: NCS & NSC & SAG cognitive categories

As stated earlier, the SAG recommends the levels for tests and exams, the disunity between the NCS and SAG is not a measurable item, it was inserted for quality purposes.

The data showed that in only the application category, there was unity between the NCS and the NSC; none of the other categories were in agreement. Particularly stark was the omission of higher order questions in the examinations.

5.6.2 Results for Cambridge International Examination (CIE)

An analysis of the Cambridge International Examination papers was made using the 2011 and 2012 exam papers. The same methodology used to analyse the NSC exam papers (4.6.1) was applied to the analysis of the CIE. The data from the intended Cambridge syllabus (Table 5.11) and the examination were compared to measure the coherence between the two.

Table 5.15: Comparative results for assessment Cambridge International Examination

Document	Remembering Factual knowledge	Understanding comprehension	Total lower order	Applying Application	Analysis and problem-solving	Evaluation and synthesis	Total higher order	mark
<i>INTENDED CURRICULUM - IGCSE</i>								
Nr of sentences	3	27	30	17	35	1	53	83
% distribution	4%	32%	36%	21%	42%	1%	64%	100%
<i>ATTAINED CURRICULUM - CIE</i>								
2011	28	121		12	18	21		200
	14%	60%	74%	6%	9%	11%	26%	
2012	21	151		10	18	0		200
	11%	75%	86%	5%	9%	0	14%	
Average %	13%	67%	80%*	6%	9%	5%	20%*	100

* denotes reference to table 5.13

The intended curriculum stipulated that the knowledge be communicated at levels that favoured the higher cognitive categories. However, the Cambridge International Examination for the past two years showed that the assessment was biased toward the attainment of lower order cognitive levels. Data indicated a misalignment between the intended and evaluated content of the Cambridge syllabus - the margins of difference were in excess of 40%.

Results and preliminary conclusions

There was a striking similarity in the data of both the NSC and CIE. Both the examinations were set at the same cognitive levels of demand: lower order (80%) and higher order (20%) thinking (depicted in Tables 5.13 and 5.15).

5.7 SUMMARY

In this chapter the results of the various curricula items were discussed. The findings revealed distinct differences and similarities. The NCS (Case 1) revealed a greater emphasis on the regulative discourse, a focus on the transmission of skills, greater autonomy to the learner in the teacher-taught relation (flexible framing) and discipline content that was underspecified, but with some depth. CAPS displayed a greater focus on the instructional discourse, a prioritizing of the knowledge rather than skills, tighter framing giving the teacher greater control in the transmission of knowledge, and a broader knowledge base that was more explicit. The entire Cambridge Syllabus was an exposition of instructional discourse relating only to the travel and tourism discourse. The discipline content was more inclined toward the transmission of knowledge rather than skills, the teacher was afforded greater control in the teacher-learner relation and the knowledge base was broad and specific.

Both the National Senior Certificate exam and Cambridge International Exam showed evidence of incongruence between the intended and assessed curriculum.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

This chapter provides , firstly, a recap of the fundamentals of the argument, the pedagogic discourse and the policy network and then a synopsis of the findings per case. For each case, the results of the various curriculum elements are discussed, the intention of the state captured and the ideology of the agents (involved in the making of the official pedagogic discourse) is assessed.

6.2. Pedagogic Discourse and Policy Network

As stated in Chapter Two, it is at the level of recontextualization, where school educational knowledge or the official pedagogic discourse is decided and instituted. During this process of converting the original discourse (tourism) to constitute a pedagogic discourse (subject tourism), the agents or field workers (subject specialists, state education officials, curriculum experts) have 'selectively appropriated, relocated and de-located' from other discourses, 'using the gap' that was created during the move to insert their ideology and transform the discourse to create the subject (Bernstein, 2000, 33).

The agents or field workers become the governments' policy network. According to Fataar (2006), they are the interest group government have associated themselves with, to assist in certain areas of governance. In this case it is the education arena, and government has depended on the policy network for the production of knowledge and construction of educational policy. In the discussion that follows, it becomes clear that, at different times, different policy networks were operating inside the curriculum policy process, and this has resulted in different iterations of curriculum, and consequently different approaches to education.

6.3 Case 1: National Curriculum Statement (NCS)

In summary, the NCS for tourism was found to exhibit the following curricular tendencies:

1. a discourse that was mostly regulative,
2. the curriculum favoured the distribution of skills above that of knowledge and values,
3. the teaching approach the curriculum prescribed relegated the control of teaching and learning to learner rather than the teacher,
4. textbook authors have applied the same teaching-learning control principles to the textbooks,
5. the curriculum favoured a deep and implicit articulation of its conceptual demand base

6. there exists a misalignment between the intended and assessed curriculum

Table 6.1 Findings for case 1

ELEMENT	FINDINGS
1. ID/RD	RD > ID
2. K,S,V	K < S > V
3. FRAMING	F-
4. TEXTBOOK FRAMING	F-
5. CONCEPTUAL DEMAND	DEEP, UNDERSPECIFIED
6. ALIGNMENT	INTENDED ≠ ATTAINED

The first versions of curriculum under the democratic government have been characterized by the valorised distribution of discourse aimed at redress, social equity and nation-building. Aslam Fataar (2006:641) states, 'the new democratic state has been overt in using the curriculum as a political instrument.' Jansen (1999a) and Christie (1999) also espouse this view, stating that 'the new curriculum was intended to enable schools to become a key site for the generation of the egalitarian principles of a nascent democracy'.

Bernstein stated, at the level of recontextualization, the rule is that the regulative discourse is the dominant discourse. It creates order, relations and identity (2000). Neves and Morias (2001:226) explain his conceptualization: the general regulative discourse, in the official pedagogic discourse, sets out the rules and regulates the pedagogic practice. The results of the analysis showed that, apart from the inherent dominance of the regulative discourse in the curriculum guidelines, the discipline guidelines also contained sentences that were explicitly regulative. For example, under the subheading of definition and purpose of tourism sentence 9 reads: *aims to address these imbalances by encouraging learners to explore entrepreneurial and job opportunities and to become responsible consumers of the tourism product and related services*. The curriculum effectively becomes the conduit for the transmission of the state's regulatory strategies - in this case, transmitting and promoting democratic principles and issues of redress. The regulation attests to the state's intention to build its democratic ideals and vision into the curriculum. The state has therefore effectively and overtly used the 'space' or 'gap' to insert its regulatory messages.

Neves and Morais (2001:243) found that 'the character and ideology of the agents located in the recontextualizing field play an important role in the process of curriculum construction'. The newly elected government had a strong alliance with the trade unions during the transition period, and they would become the state's policy network. Fataar (2006) observed that 'the entire educational architecture during the office of the first minister was over-determined by the trade unions; the trade unions transposed their ideals of skills development into policymaking for school education. Jansen (2001) reiterates this, saying that the trade unions' aspiration to bring education and labour closer and form an

integrated system of education would be realized because of the powerful relationship they had with the ruling party. The relative favouring of skills in the curriculum can be ascribed to the philosophy of the trade unions. Jansen (2001) stated, 'the perspectives of the powerful hold sway.' The trade unions, represented mostly by the Congress of South African Trade Unions (COSATU), were at the centre of change, and effectively used the 'gap' to promote their ideology for an increased prioritizing of skills.

The intention of the state to sever ties with the previous authoritarian, hierarchical, bureaucratic, controlling, disempowering and discriminatory apartheid educational system (Welton, 2001) and replace it with the liberation ideals of a People's Education, including a learner-centred approach was the rationale for an open, vaguely expressed pedagogic discourse. In particular, it was the specific discipline content that was weakly framed, in a few sentences, lacking specificity. This afforded the teacher and learner some autonomy over the content and context in the delivery of the pedagogic discourse. It allowed and promoted teachers to be creative constructors of the curriculum and gave learners more opportunity to participate in the teaching-learning relation. This kind of teaching approach, outcomes-based education, advocated that teachers had to generate their own content and control the range, depth and quality of learning (Hoadley and Jansen, 2002:245). However, the open text was restricted to the discipline content, but the curricular guidelines, containing the regulative principles, was directive and firm (sharply framed) prescribing the transmission of the ideals of the state, doggedly.

Both sets of textbooks that were reproduced to augment the NCS judiciously adhered to the stipulations of the curriculum aims and principals. According to Crawford and Mirkovic (2002) the textbook presents the official version of the publicly sanctioned knowledge and should therefore suitably convey the provisions and conditions of learning as set forth in the official pedagogic discourse. All the textbooks investigated met the criteria. The NCS (2006) 'learner-centred, activity-based approach' was evident in both the Focus and the Oxford textbooks. The wide range of skills-based activities was focused on eliciting interaction from the learners and encouraged group work. Most of the activities were also aimed at giving control to the learner - weakly framed - as prescribed.

The analysis showed that the levels of conceptual demand in the NCS narrowly covered the content but favoured deeper levels of cognitive demand in its articulation of the discipline content; implying coverage of a few topics in great detail. This is not recommended by Umalusi (2007), who suggest a balance between the depth and breadth of curricular knowledge because a curriculum that is built on too few topics will fail to build a broad base of knowledge and skills.

Finally, the analysis revealed a lack of coherence between the intended and attained curriculum of the NCS. The levels of cognitive demand prescribed in the planned curriculum did not correspond with the levels set in the examination of the last five years - the exam

was set at a significantly lower level. This does not bode well for the subject. According to Mhlolo (2002) there 'is a general consensus that for education to be effective, curriculum, instruction and assessment must harmonize for their mutual support'. If any of the three functions (planned, enacted and assessed) are not directed towards the same ends and reinforce each other, it will disrupt the balance and skew the educational process. However, Michael Apple (1999a) stated that incoherence is inevitable when there are multiple and competing interest groups with varying political and ideological viewpoints involved in the recontextualization of knowledge. The policy networks, public, government and other stakeholders' interference in curriculum delivery have impacted adversely on curriculum, producing confusing and contradictory messages.

6.4 CASE 2: CURRICULUM AND ASSESSMENT POLICY (CAPS)

After a rigorous review of the NCS, CAPS was introduced, nearly 20 years later. CAPS showed the following:

- 1) Greater valuing of the instructional discourse
- 2) an emphasis on knowledge, with skills and values receiving less priority
- 3) teacher controlling the classroom practice - strong framing
- 4) textbook replicates the prescribed framing
- 5) explicit exposition, of a broad base of content knowledge

Table 6.2 Findings for case 2

ELEMENT	FINDINGS
1. ID/RD	RD < ID
2. K,S,V	K > S > V
3. FRAMING	F++
4. TEXTBOOK FRAMING	F++
5. CONCEPTUAL DEMAND	BROAD, EXPLICIT / SPECIFIC
6. ALIGNMENT	n/a

The analysis of the CAPS policy document showed a more relaxed regulatory discourse and placed much greater focus on the transmission of instructional discourse. While still acknowledging the importance of transformation and social justice as contained in the Constitution (Act No 108 of 1996), it makes less mention of the regulatory dimension of learning and places greater focus on the transmission of discipline content knowledge.

After a few years of democracy, shifts in South Africa's structural and political landscape would accompany and facilitate the trade unions' displacement; destabilizing their role as an influential actor within the policy network (Fataar, 2006,650), replacing them with an academic policy network. The ideals and philosophies of these academic specialists was

highly visible in their prioritizing of knowledge (above skills and values), and in accordance with international standards. The new affiliation and association to a policy network that was active in knowledge production and research would produce a curriculum that had a simple design and was content specific. This was evident from the long list of sentences and the degree of explicitness with which the sentences were stated. The CAPS curriculum statements were strongly framed, and the range, depth and sequencing clearly articulated. The rigid framing also meant the teacher was directly in charge of the learning process, emphasizing their role as specialist instructor and affording the learner limited participation.

The state's intention to promote social equity was also apparent; the standardized CAPS curriculum allowed for uniformity and consistency of knowledge transmission and this was eloquently conveyed in the CAPS policy statement through the simple design and simple language.

The textbook reproducers working in the CAPS framework had also interpreted the *what* and *how* prescriptions astutely. CAPS sets out clear provisions for a knowledge based curriculum that is clear and specific, to be implemented with greater control from the teacher - and the textbook authors had successfully delivered on these conditions. The analysis showed a dramatic drop in the number of activities covered in the textbook, indicating the intention to place greater focus on the distribution of knowledge. The type of activities also demanded a greater presence and control from the teacher, inflating their role in the teacher-learner relation. The specificity of the CAPS curriculum allowed for the clearer version of the textbook and presented better structured activities that were geared toward evaluating the preceding knowledge.

The results of the analysis of the Grade 11 CAPS curriculum showed that the content was broadly covered and the topics were pitched mostly at the lower cognitive levels. While Umalusi (2007) cautions against having a too broad a knowledge base since it might fail to deal with the topics in depth, the reviewed CAPS curriculum has rectified the previous omissions of knowledge in the NCS, to better assist the teacher.

CAPS was not analyzed for coherence between the planned and assessed curriculum. At the time the research was conducted no CAPS examination was written, meaning no data was available. The first CAPS examination was to take place in November 2014.

6.5 CASE 3: CAMBRIDGE SYLLABUS International General Certificate Secondary Education

A summary of the Cambridge Syllabus depicted the following:

- 1) no regulative discourse
- 2) knowledge was valued above skills and values
- 3) strong framing of the discipline content, with teacher in control of teaching-learning practice

- 4) textbook framing reflects strong framing as prescribed.
- 5) the conceptual demand was explicitly stated at deep levels of cognitive demand.
- 6) incoherence between intended and attained curriculum.

Table 6.3 Findings for case 3

ELEMENT	FINDINGS
1. ID/RD	ID ONLY
2. K,S,V	K > S > V
3. FRAMING	F++
4. TEXTBOOK FRAMING	F++
5. CONCEPTUAL DEMAND	DEEP, SPECIFIED
6. ALIGNMENT	INTENDED ≠ ATTAINED

While the regulative discourse in the NCS was testimony to the state's pursuance of its social and political priorities (Goodson, 1988), the absence thereof in the Cambridge Syllabus was illustrative of a curriculum with a separate focus: providing a learning programme for the international customer / student. This international syllabus, offered in 150 countries, catering to the needs of 1,5 million students, does not conform to any particular political ideology or agenda. The focus of the syllabus conveys this: it featured only instructional discourse, none of the sentences indicated rules of order, relations or identity.

The greater prioritizing of knowledge than skills and values resonates with the stance taken by Dewey that 'education needs more attention to subject matter' and 'a return to the importance of content knowledge in both the curriculum stipulation and in the instructional guidance' (cited in Muller, 2002:3).

The Cambridge Syllabus exhibited strong framing, evident from the number of sentences that expressed the discipline content and the articulation of the sentences. The explicitness directs the teacher to the specifics that must be taught. The sharp framing also puts the teacher in control of the teaching -learning process, as the 'instructional specialist' (Muller, 2002:3). Such an approach allows for effective, active instruction and the acknowledgement of the role of instruction in successful learning, and thus of the preeminent importance of the teacher and teacher knowledge (Muller, 2000b).

The suggested textbook for the Cambridge Syllabus suitably conveyed the framing requirements. The textbook was clearly focused on the knowledge to be transmitted, listed a few learning activities and, therein, gave the teacher (mostly) and learner (some, but not total) control over the activities. It was also clear that the Cambridge curriculum did not confine the content to a particular context, it opened the content to assist the teacher to localize the content and context.

The content coverage and cognitive demand of the Cambridge Syllabus could be described as having an acceptably broad base and was pitched at suitably deep levels. This meant that the Cambridge Syllabus correctly balanced the breadth and depth of the discipline knowledge. The importance of such a feat cannot be underestimated: a curriculum that manages to cover all the relevant content at the right cognitive levels, explicitly, is a huge benefit to the teacher and learner and makes for an effective learning process (Mhlolo,2010).

However, the evidence showed a misalignment between the cognitive categories prescribed in the planned Cambridge curriculum and the attained curriculum. The cognitive demand set out in the planned curriculum was pitched (mostly) at the higher levels of cognitive demand, while the examinations centred on the lower order cognitive categories - indicating a skewed educational experience (as stated previously).

6.4 Summary

The three cases presented had differentially approached the *what* (constitution) and the *how* (transmission) in their rendition of the curriculum. We found that the state and their associated policy networks had hugely influenced and impacted on what had become the official school subject for tourism. The Cambridge Syllabus illustrated, through the distribution of tourism specific discipline content only, the absence of a particular political ideology. The analysis indicated some important changes and developments between the NCS and CAPS.

CHAPTER SEVEN

CONCLUSIONS

The study presented here tracked the development of the school subject tourism, offered as an elective in South African schools. After conducting the comparative analysis, an assessment of the impact of the three curricula was possible. In summary the findings have revealed that the challenges of the first edition, the National Curriculum Statement for Tourism (2006) can be associated with the design and structure of the curriculum. The second edition, the Curriculum and Assessment Policy Statement (2012), has successfully addressed the difficulties the first edition presented and reflects a better specified, knowledge-based curriculum that seeks to develop a trajectory toward the (ideal) international standard, as is found in the Cambridge International General Senior Certificate Examination.

On a deeper level, the developments and improvements of the South African tourism curriculum have followed the international changes in tourism education. For the past 40 years, David Airey (2008:27) reflects, tourism education has changed and almost reinvented itself within changing contexts - a phenomenon that has been fascinating scholars and researchers. Tribe and Airey (2007) have developed a classification to describe the movement of tourism studies across the different phases. Each phase displays particular characteristics that enable an association with the particular phase. These include the industrial, fragmented, benchmark and maturity stage. They emphasize the use of stages is completely artificial, there are no unequivocal breakpoints and stages run into and through each other, and that there could even be elements of the first stage still continuing in the final stage.

These concluding remarks will situate subject tourism within these phases of development and examine the South African tourism context.

The Industrial phase

Tribe and Airey's (2007) assessment of this stage is characterized by a highly vocational curriculum in both aim and content, while restricted in knowledge. Its design is based on the needs of a mushrooming tourism sector therefore it has strong ties with the industry and employers. The tourism focus is on the practice and operation of the industry and therein lies its justification for the development of tourism studies (Airey, 2005b: 13-24).

The first version of the tourism curriculum offered by the Department of Education in 2006 - the National Curriculum Statement – has many echoes of Tribe and Airey's assessment. Based on the findings of the analysis, it was more regulatory than instructional, placed greater focus on skills than knowledge, was implemented because of the needs of the industry, was designed to cater for these needs. However, for the South African learner, the state's mandate to have these framed within the OBE orientation to learning would have

negative implications for disadvantaged learners. It is these associated difficulties that would characterize the first phase of tourism development.

From the onset the NSC stated clearly that outcomes-based education (OBE) forms the foundation for curriculum in South Africa and OBE encourages a learner-centred and activity-based approach to education (NCS, 2006:2). The new democratic government's curriculum was a direct response to the apartheid curriculum which was described as teacher-centred, authority driven, content-based, elitist and Eurocentric in orientation which privileged formal knowledge and encouraged rote-learning (Jansen and Taylor, 2004:37). The new approach was 'appealing because it carried the promise of intellectual liberation from the oppressive traditional approaches' (Nykiel-Herbert, 2004:249). It was hoped that the new, radically different educational philosophy would remedy the curriculum legacy of apartheid (Jansen and Taylor, 2004). However, it was the very fundamentals of the OBE philosophy that would adversely impact on both teacher and taught.

The implications were multiple. Firstly, an OBE pedagogical style foregrounds the learner in the teacher-learner relationship, making them more visible, while making the teacher less visible in the role of facilitator (Kraak,1999). The approach - based on Vygotsky's notion of constructivism - would have learners construct their own knowledge, based on their prior knowledge, with the teacher giving only support and guidance (Nykiel-Herbert, 2004). The prior knowledge referred to is the knowledge learners would encounter in their homes and communities. This practice assumed that all learners have been exposed to the same rudiments of learning, enabling such conceptual constructions; but, for the working class this was not the case (Bernstein, 1996). Putting the learner in charge of the learning process, and the teacher in the background, would severely hamper the transmission of the knowledge, skills and values the learners were not predisposed to, as assumed. Learners required, as Muller (2004) suggested, a more direct approach- where the teacher takes charge of the learning process as the instructional specialist.

The conscious choice of curriculum planners to under-specify the subject content presented another problem. The knowledge, skills and values to be covered for the Grade 11 learning programme were covered in only 18 sentences, contained in the learning outcomes and assessment standards. The rationale of OBE philosophy is that teachers should generate their own content, hence the decision, by the designers of curriculum, not to prescribe content (Review Committee on C2005, 2000). According to Nykiel-Herbert (2004), this is a common practice of progressivism and also the experience of other countries that have adopted the OBE model. However the conspicuous undervaluing of subject content was not ideal for tourism. The subject content was new and developed from a 'fragmented canon', according to Tribe, (2010), referring to the interdisciplinary nature of the origins of the discourse. This opened the content and allowed for different interpretations, taking teachers and learners into different directions, effecting different outcomes. Different

translations of the intention and expectation of the curriculum resulted in dissimilar learning experiences for learners. The Review Committee (2000) found that such under-specification also meant that teachers wouldn't know when they had bypassed key content and concepts. The NCS tacitly assumed that teachers 'have a well-articulated mental script of what should be covered' and the learners 'come from homes where they have been well-prepared to respond to such putative freedom' (Gardner, 2000). Not all schools on the South African landscape would have such an advantage, in fact it was found that teachers were underprepared, neither confident or competent (Jansen and Taylor, 2004:38). The under-specification of the curriculum content also led to the submergence of conceptual knowledge in the everyday, and thus well-resourced teachers and schools were more likely to implement the curriculum as intended than the teachers in poor schools, resulting in an exacerbation of existing inequalities in terms of access to high-level conceptual knowledge (Taylor, 2000). Such a vaguely stated and open NCS required experienced teachers with a fair amount of conceptual knowledge and practical skills of the content knowledge to ensure effective construal, sequencing and pacing of the content. Not all schools had equal teacher capacity for this to be realized.

The textbooks were based on the provisions of the NCS within an OBE framework, matching the prescription for a learner-centred, activity-based approach with a focus on group work and skills development. The weak framing and under-stipulated discipline content were reproduced in the textbooks, not reducing the difficulties some teachers had with the implementation of OBE.

The experience and complications of teaching practice regulated by an OBE approach were captured by Gramsci (1986:36) when he stated, 'If the teaching body is not adequate and the nexus between instruction and education is dissolved, while the problem of teaching is conjured away by the cardboard schemata exalting educativity, the teachers' work will as a result become yet more inadequate.' Muller (2002) paraphrased this to mean: if the teachers have inadequate subject knowledge, then progressivism (OBE) sidelines them still further by marginalizing their role and exalting that of the learners, jeopardizing learning - a conclusion of the Curriculum 2005 Review Committee (DoE, 2000f) also. The first version of the school subject tourism, founded on the principles of OBE, would therefore negatively impact and further perpetuate the social inequalities of the apartheid curriculum.

The fragmented phase therefore illuminated the need for coherence, structure and a framework of theories and concepts (Tribe, 1997:653) for the South African tourism curriculum.

The Benchmark phase

The next edition of the tourism curriculum introduced in 2012 - CAPS - made huge attempts to address the challenges of the design and placed greater focus on the knowledge content that appeared to be lacking in the previous phase. Produced in response to the suggestions

of a rigorous review, this curriculum appeared to be reminiscent of the 'laundry list' syllabus of the apartheid years, in its specific outlining of what must be taught and learnt. The entire plan for teaching tourism comes packaged in one document, it provides a clear overview of the discipline content to be covered over the three years of the Further Education and Training (FET) phase, and lists explicitly the 'what' of tourism. The discipline content is grouped into nine topics and the specific content knowledge for the week is listed below each topic. In addition, it provides a range of suitable assessment tasks for the term and lists the weighting per assessment. The curriculum is specific, streamlined and standardized, addressing the challenges of the previous under-specified, cumbersome and ambiguous curriculum simultaneously.

The new curriculum is geared toward the transmission of knowledge. It is clear, from the comparison of content knowledge between the NCS and CAPS, that knowledge has been reworked and updated and the list of content to be covered has extended beyond only tourism operational issues. The curriculum illustrates a broader base of knowledge and the topics have a greater affinity with the Cambridge International General Certificate for Senior Education. At the same time, the comparative analysis has indicated that the knowledge is more directed at the lower cognitive categories of remembering and understanding of the knowledge (Anderson and Krathwol, 2001). However, Crowe (2013) alerts us to the fact that each successive category assumes that a student performing at a certain level would already have all the knowledge and skills required to perform at the preceding levels. This is why the lower order cognitive categories (remembering and understanding) should be favoured: in order to ensure that the knowledge base is well comprehended before the higher order categories are introduced (in Grade 12). The Revised Bloom's Taxonomy of Educational Objectives (Anderson et al: 2001) acknowledged that knowledge (which is at the base) permeates all the other levels of cognitive processes, and is an integral part of all the higher levels of the taxonomy, hence the strong focus on these lower order categories.

The explicitness of the CAPS also indicated the state's intention for the teacher to be at the forefront of the teaching-learning process. Putting the previous OBE approach to education to rest, the teacher is placed in control of the transmission of knowledge and is able to direct and instruct learners in accordance with the requirements of the curriculum. The mandate to promote 'active and critical learning' is eased by the simple, straightforward articulation of the discipline content.

In addition, an overview of the discipline content for Grades 10 to 12 presents clear evidence that curriculum developers have sought to build progression into the content knowledge. For example, the topic on tourist attractions develops from the domestic or national vantage point in Grade 10, to regional (Southern African Development Communities) in Grade 11, to international icons and attractions in Grade 12.

These developments and improvements place the CAPS curriculum within the benchmark phase put forward by Tribe and Airey (2007). In this phase curricular content issues are agreed on and the subject content is extended to educate beyond the operational needs of the industry. The tourism programmes covered the role of tourism communities and environments, the nature and characteristics of the tourist themselves and tourism as an area of study. Although the content was still dominated by a business core, it included a wide range of content that took a more philosophical and longer term perspective. According to Airey and Johnson (1999:232) the curriculum includes the provision of traditional academic perspectives of not simply reflecting the status quo but also providing the basis to question it.

Tribe and Airey also make particular mention that this phase is significant for the external quality assurance that is conducted on the tourism curriculum. This is an indication that quality assurance agents recognize that the curricular content is stable and consistent and they are provided with a means to benchmark the curriculum. It also implies that consensus has been reached about curricular content which now enables that to be used as a benchmark. Indeed, the recent studies conducted by Umalusi for Tourism and Hospitality Studies (2013) is indicative of such a benchmarking practice and notable progress in the field of tourism education albeit on the national certificate levels of vocational studies.

The maturity stage?

The existence of the characteristics alluded to in the previous phases in the South African tourism curriculum shows that there have been notable developments in tourism education over the past few years. However, much of these developments have been around the structuring and the functional issues of curriculum planning and not necessarily on the tourism discourse itself. A comparative analysis of the content knowledge between the CAPS and Cambridge syllabus shows an inconsistency and incoherence of knowledge content covered between the two. The differential categorization of the topics contained in the discipline content and sub-sections of knowledge contained therein is conspicuous and has resulted in the differential valorisation of knowledge by curriculum planners. The impact of this is that the different parties to the teaching-learning process will legitimate knowledge and truth in different ways. According to Tribe, because the knowledge lacks a disciplinary core, the values held by those operating from different approaches may add to different ideologies, thus making communication difficult and there is a lack of inter-subjectivity (different camps speak a different technical language) which leads to disputes about which factors should rightfully enter the frame (1997:655). In essence, the novelty, openness and insecurity of the discourse make it vulnerable to be processed in different ways. The inter-disciplinary nature of the discourse, a result of the fragmented canon from which the knowledge is drawn, has added to the labelling of tourism as lacking serious content and academic rigour (Fidgeon, 2010). The knowledge has not been shaken down into a generally acceptable body of knowledge, it is still arbitrary, as Muller (2008) concurs

in his classification of regions (refer Chapter Two). Academics and researchers need to reach consensus on what constitutes a uniform, standardized pool of tourism knowledge, from which curriculum creators, developers and planners would be able to draw knowledge. According to Fidgeon, such a core curriculum will have the ability to clarify the basic philosophy and aims of tourism programmes.

According to Tribe and Airey's (2007) classification of the tourism phases, if the debates and knowledge production of tourism are still dominated by the uncertainties about the content knowledge, about the balance between theory and practice and about the curriculum, then tourism education is still immature. Therefore, as it stands currently, the South African CAPS edition cannot be placed in this phase.

On a global scale, however, the developments in tourism education is touching the mature stage. The research and debates on the international tourism arena are less about 'justifying or questioning its existence and more about the role of tourism education' (Airey, 2008:7). However, tourism still lacks academic disciplinary status.

Concluding Remarks

The tourism discourse has low, 'Cinderella' status in the area of academic research (Tribe, 2010:7). At the level of secondary schooling its appeal has been overshadowed by its lack of academic clout. For tourism to be taken seriously, it needs to establish a sturdy foundational base; its own threshold of knowledge (Airey, 2008:2). According to Meyer and Land (2003) this refers to knowledge which is peculiar to an area of study, for example one would associate 'opportunity costs' with economics or 'limits' with mathematics. They concede that the knowledge is often difficult to grasp but, once understood, leads to previously inaccessible ways of thinking about a subject. Airey (2008:102) believes that since tourism (at the international level) now has a community of scholars with support structures of dedicated journals, other publications and scholarly conferences, amongst other things i.e. is in the 'maturity phase', it needs to acquire its own threshold of knowledge and suggests Urry's 'tourism gaze' (1990) or Archer's (1977) 'tourism multiplier'. Tribe's (1997) suggestion for it to be approached from two distinct fields, a business field and the non-business related field (including the economics, psychology and philosophy of tourism) is also a consideration. His rationale for the former was that it already possesses the 'coherence, structure and framework of theories and concepts, albeit borrowed from business studies' (1997, 654). The non-business related tourism category consists of atomized knowledge that emanate from the individual discipline and exerts a strong gravitational pull on the tourism discourse.

Tourism activity has undisputed significance in contemporary society (Tribe, 2010) and the popularity and growth in tourism courses (Airey, 2002) can be explained by growth in the tourism industry, student perception of employment opportunities and the general

development in vocational education (Fidgeon, 2010: 720). Among academics (Tribe, 2003) there is confidence in the future of tourism education to develop innovative and coherent programmes of study. However, Fidgeon (2010) cautions, meeting these challenges will depend on the quality and development of teachers and their effective dissemination of knowledge at the entry levels.

The painstaking process of becoming a mature subject, a discipline, takes time. The creation and development of subject geography (Chapter Two) is a case in point. However, given that tourism as a distinct field of study has already reached 40 (Airey, 2008:2), the age at which life is popularly supposed to begin, it is a good time for the development of further strands of research. Ideally, Airey (2008: 102) stated, the theory building in tourism should be accompanied by studies in knowledge management and pedagogical development, to enable the effective development of curricula.

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APPENDIX 1 - RESEARCH QUESTION 1, 2 and 3

Regulative and instructional discourse; knowledge, skills and values, and framing

				SPECIFIC DISCOURSE			
sentence #	CURRICULAR SECTION unit of analysis - sentence / conceptual idea	GENERAL REGULATIVE DISCOURSE	FRAMING	SPECIFIC INSTRUCTIONAL DISCOURSE (SID) SIMPLE COGNITIVE COMPETENCY (SC)	SPECIFIC INSTRUCTIONAL DISCOURSE (SID) COMPLEX COGNITIVE COMPETENCY (CC)	SPECIFIC REGULATIVE DISCOURSE (SRD) SIMPLE SOCIO AFFECTIVE COMPETENCY (SSA)	SPECIFIC REGULATIVE DISCOURSE (SRD) COMPLEX SOCIO AFFECTIVE COMPETENCY (CSA)
				KNOWLEDGES & COGNITIVE COMPETENCY		VALUES / ATTITUDES / ESTABLISHING ORDER IN T-L RELATIONSHIP	
	ANALYSIS OF TEXT: NATIONAL CURRICULUM STATEMENT(NCS)	GRD	F++ /F+ / F-	KNOWLEDGE	SKILLS	VALUES	OTHER
A	<i>Introduction / curriculum aims</i>						
	NCS lays foundation for achievement of the goals set forth in the Constitution:						
1	heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights	x	F++				
2	improve the quality of life of all citizens and free the potential of each person	x	F++				

3	lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is protected by the law	x	F++				
4	build a united and democratic SA able to take its rightful place as a sovereign state in the family of nations	x	F++				
5	Everyone has right to further education which the state, through reasonable measures, must make progressively available and accessible	x	F++				
	<i>principles underpinning curriculum:</i>						
6	social transformation: in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population	x	F++				
7	<i>outcomes-based education (OBE) form foundation of education for curriculum; strives to enable all learners to reach their maximum learning potential by setting LO's to be achieved by the end of the education process</i>	x	F++				

APPENDIX 2 - RESEARCH QUESTION 3 (TEXTBOOK ANALYSIS)

Textbook Analysis using discursive rules

SELECTION (content)	SEQUENCE (order of tasks)	EVALUATION CRITERIA(OBJECTIVES)
F++	F++	F++
very explicit as to content to address; detailed description of tasks or procedure to execute; exclusively centered on transmitter; no control to student	activity very structured; presents all micro-activities the student should follow to achieve activity; locus of control exclusively on transmitter; not giving any margin of control to student	very explicit; activity includes list of objectives which may also include other indicators that students must perform / reach; locus of control exclusively on transmitter; no margin of control to student
F+	F+	F+
does not tell you explicitly the content to address; gives detailed description of tasks / procedures; locus of control on teacher	activity is semi-structured; presents in general way the micro-tasks students should follow; locus of control mostly on transmitter; giving also small margin of control to student	reasonably explicit; objectives are not listed, activity allow us to infer what the student must perform; locus of control fundamentally on teacher; small margin of control on student
F-	F-	F-
activity tells you in general the content; does not describe the tasks or procedures explicitly, only in general way; locus of control acquirer; giving reasonable margin of control to student	activity has very little structure; features a general manner the micro tasks that student should follow to achieve tasks; locus of control is in part on the student; giving a reasonable margin of control to the student	quite implicit; locus of control is in part on student; giving reasonable margin of control to student; objectives absent
F --	F--	F--

activity does not indicate content, nor procedures to run; locus of control focusses on student; wide margin of control to student

activity is not structured; does not feature micro tasks to students; locus of control mainly on student; wide margin of control on student

completely implicit; wide margin of control to student

LO 4: CUSTOMER CARE & COMMUNICATION

page	nr	Activity description	type of activity	selection	sequence	Evaluation criteria
179	1	<i>groupwork: interactions in diverse cultures</i>		F-	F-	F-
180	2	<i>case study: number of visitors</i>		F+	F+	F+
182	3	<i>case study: SA welcome campaign</i>		F+	F+	F+
183	4	<i>case study: truth about tourism</i>		F-	F-	F-
184	5	<i>case study: local hotels costly</i>		F+	F+	F+
185	6	<i>case study: Britons rate Cape Town tops</i>		F+	F+	F+
188	7	<i>community investigation</i>		F+	F+	F+
188	8	<i>case study: Business Report</i>		F+	F+	F+
192	1	case study: overlander's forum		F+	F+	F+
193	2	role-play customer service		F-	F-	F-

APPENDIX 3 - RESEARCH QUESTION 4

Classification of cognitive categories

COGNITIVE DEVELOPMENT CATEGORIES																					
	REMEMBERING: FACTUAL KNOWLEDGE				UNDERSTANDING (COMPREHENSION)				APPLYING APPLICATION				ANALYSING (ANALYSIS AND PROBLEM SOLVING)			EVALUATING (EVALUATION) AND CREATING (SYNTHESIZING)					
	Recall, recite and remember facts	Define and describe basic facts	Identify, label, select, locate information	Know appropriate (subject) vocabulary	Understanding of previously acquired information in a familiar context	Regarding information gathering: change or match information	Regarding use of knowledge: distinguish between aspects, compare and explain	Interpret and apply knowledge	Choose, connect and use basic classification of information	Modify existing by making use of existing knowledge	Using well-known procedures	Information and decide on best way forward	Analysis of information in a new or unfamiliar context	Examine and differentiate	Being able to break down a problem into its constituent parts	Using the appropriate information and methods to solve problems	Construct or formulate new ideas	Weigh possibilities and do recommendations	Opinion, giving general critique on a fairly straightforward situation	(evaluate), critique and recommend by considering all information available	Synthesise, create or find innovative solution
Bloom's taxonomy revised by Anderson and Krathwohl (2001)																					
(NCS)																					
DISCIPLINE CONTENT - GRADE 11																					
LO 1 TOURISM AS AN INTERRELATED SYSTEM																					
analyse the main impact of the interrelationship and interdependence between the sectors and subsectors of the													X								

industry regarding service delivery																				
discuss ways of promoting domestic tourism and making tourism accessible to all South africans for the benefit of the whole country							X													
investigate and identify the knowledge, skills and values and attitudes required to function succesfully within the tourism industry			X								X									

APPENDIX 4 - COMPARATIVE ANALYSIS OF CURRICULA CONTENT

NATIONAL CURRICULUM STATEMENT (NCS)	CURRICULUM AND ASSESSMENT POLICY (CAPS)	CAMBRIDGE IGCSE
1. Tourism as interrelated system <ul style="list-style-type: none"> interrelationship and interdependence between the sectors and subsectors of the industry regarding service delivery ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country Investigate and identify the knowledge, skills and values and attitudes required to function successfully within the tourism industry 	1 . Tourism sectors <ul style="list-style-type: none"> Transport services in South Africa Airports, airlines and airport operations; technology at airports to facilitate travel Tourism bus industry Tourism train industry Luxury cruise liner industry Car rental Job and career opportunities in the tourism industry Requirements and inherent qualities needed to work in the tourism industry Entrepreneurial opportunities 	1. Travel & Tourism Industry <ul style="list-style-type: none"> structure of international tourism industry social, cultural economic and environmental impact of travel & tourism role of national government in forming tourism policy and promotion patterns of demand for international travel and tourism
2. Responsible and Sustainable tourism <ul style="list-style-type: none"> evaluate the environmental components present in the local community that are indicative of tourism potential draft an implementation plan to upgrade and maintain the local environment investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for the improvement explore local heritage sites of significance and explain why the sites are significant 	2. Map work and tour planning <p>Tour itinerary</p> <ul style="list-style-type: none"> Concepts: itinerary, logical tour planning, scheduled tours Factors to consider when planning an itinerary Different types of itineraries Writing an itinerary 	2. Features of world-wide destinations <ul style="list-style-type: none"> main global features different time zones travel and tourism destinations features that attract tourists to a particular destination
3. Tourism geography, attractions and travel trends <ul style="list-style-type: none"> explain why specific attractions and / or physical features are regarded as icons and determine their location globally determine the transport services that operate between South Africa's cities and gateways, interpret transport timetables and schedules analyse, evaluate and report on each SADC country 	3. Tourism Attractions <ul style="list-style-type: none"> Main tourist attractions in the SADC countries 	3. Customer Care and working procedures <ul style="list-style-type: none"> dealing with customers and colleagues personal skills required for working in travel and tourism industry following basic procedures for customer enquiries, making reservations and payments use of reference sources to obtain information presentation and promotion of tourist facilities

<p>as a tourist destination in terms of accessibility, infrastructure and main attractions / tourist attractions</p> <ul style="list-style-type: none"> • determine the reasons why tourists visit each province and suggest ways of marketing a new tourist development in the region • examine the buying power of the South African Rand in relation to other currencies and its effect on tourism • explain the benefits of hosting a global event within a tourism context 		
<p>4. customer care and communication</p>	<p>4. Sustainable and Responsible tourism</p>	<p>4. Travel & tourism products & services</p>
<ul style="list-style-type: none"> • demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction • describe the correct procedures to follow when dealing with different types of customers complaints • demonstrate a variety of strategies to present a professional image in a variety of tourism contexts • function as a member of a team in order to achieve team goals • select the most appropriate method to communicate in a variety of contexts 		<ul style="list-style-type: none"> • tourism products • tour operators and travel agents • support facilities for travel and tourism • features of worldwide travel transport in relation to major international routes
	<p>5. Domestic, regional and International tourism</p>	<p>5. Marketing and promotion</p>
	<p>The Domestic Tourism Growth Strategy</p> <ul style="list-style-type: none"> • The seven domestic travel market segments according to the Domestic Tourism Growth Strategy • Regional tourism. The SADC member countries 	<ul style="list-style-type: none"> • role and function of marketing and promotion • market segmentation and targeting • 'product' as part of marketing mix • 'price' as part of marketing mix • 'place' as part of marketing mix • 'promotion' as part of marketing mix
	<p>6. Culture and Heritage tourism</p> <ul style="list-style-type: none"> • South African cultural uniqueness • South African heritage bodies 	<p>6. Marketing and promotion of visitor services</p> <ul style="list-style-type: none"> • operation, role & function of tourism authorities responsible for tourism policy and promotion at national, regional and local level, including tourist information centres and visitor information services • provision of tourist products and services • basic principles of marketing and promotion • marketing mix • leisure travel services • business travel services
	<p>7. Foreign exchange</p>	

	<ul style="list-style-type: none"> • Foreign exchange and its value to the South African economy • Conversion of currencies 	
	8. Communication and customer care	
	<ul style="list-style-type: none"> • Global distribution systems • Customer care for foreign tourists • Customer complaints • Managing quality service 	
	9. Marketing	
	<ul style="list-style-type: none"> • promotional/ advertising techniques • marketing budget 	