



# **basic education**

---

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **TOURISM**

### **GUIDELINES FOR PRACTICAL ASSESSMENT TASK**

**2017**

**These guidelines consist of 35 pages.**

**TABLE OF CONTENTS**

<b>1. INTRODUCTION</b>	<b>3</b>
<b>2. TEACHER GUIDELINES: ADMINISTRATION, RESPONSIBILITIES AND MODERATION</b>	<b>3</b>
2.1 Administration of the PAT	3
2.1.1 The teacher's PAT portfolio	3
2.1.2 Management of the PAT	4
2.2 The responsibility of the teacher	4
2.3 Moderation of the PAT (intern and external)	5
<b>3. INSTRUCTIONS TO LEARNERS</b>	<b>6</b>
3.1 Requirements of the PAT	7
3.2 Timeframes	7
3.3 Absence/Non-submission of the PAT	7
3.4 Declaration of Authenticity	7
3.5 The practical assessment task (PAT)	9
3.6 Assessment instrument	17
<b>4. LIST OF RESOURCES</b>	<b>25</b>
4.1 PAT mark sheet (TOUR01)	26
4.2 National moderation instrument (TOUR02)	27
4.3 Learner's Declaration of Authenticity (TOUR03)	29
4.4 Teacher's Declaration of Authenticity (TOUR04)	30
4.5 Blog on the Multiplier Effect (TOUR05)	31
4.6 The Travel and Tourism Competitiveness Index 2015 (TOUR06)	33
4.7 Survey Questionnaire (TOUR07)	34
<b>5. CONCLUSION</b>	<b>35</b>

## 1. INTRODUCTION

The 16 Curriculum and Assessment Policy Statement subjects which contain a practical component all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-year examination mark. The PAT is implemented across the first three terms of the school year. This is broken down into different phases or a series of smaller activities that make up the PAT. The PAT allows for learners to be assessed on a regular basis during the school year and it also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

## 2. TEACHER GUIDELINES: ADMINISTRATION, RESPONSIBILITIES AND MODERATION

### 2.1 Administration of the PAT

#### 2.1.1 The teacher's PAT portfolio

Every teacher is expected to compile a PAT portfolio containing the following:

- Cover page containing the name of the school, the teacher, the subject and the year of assessment
- PAT management plan
- The PAT document for the year of assessment
- Memorandum developed by the teacher
- Official PAT mark sheet (TOUR01)
- Proof of all levels of moderation (reports)
- National moderation instrument (TOUR02)
- Declaration of authenticity by the teacher (TOUR04)

### 2.1.2 Management of the PAT

This practical assessment task is the only official practical examination for Grade 12 Tourism learners in 2017. Under no circumstances may the PAT be substituted by any alternative practical assessment task.

- It is recommended that the teacher be trained by the province/district on the implementation and mediation of the PAT. This will ensure standardisation of the PAT.
- The practical assessment task for Tourism consists of TWO phases. Marking of Phase 1 must be completed by mid-June 2017 and Phase 2 by the end of August 2017.
- The PAT is a compulsory component of the final external examination for Tourism. Each learner is expected to develop and submit his/her own PAT under the guidance of the teacher.
- No part of the official PAT 2017 Tourism document may be retyped, edited or changed. The national Department of Basic Education's logo may NOT be replaced by any other logo.
- The PAT must be done during school hours under controlled conditions to avoid copying and only certain sections where research is required can be completed as homework.
- Regular lesson times should be allocated during Tourism lessons, e.g. a double lesson every second week, afternoon periods, etc. for learners to complete the PAT under the guidance and supervision of the teacher. A teacher may alternatively block a week per term to complete the PAT under controlled conditions.
- It is strongly recommended that marking of the sections of the PAT be done on a continuous basis to monitor individual progress.
- Evidence of completed sections of the PAT must be available in the classroom **at all times** during the course of the year for both internal and external verification and monitoring purposes.
- Only templates provided in the official PAT document may be used to standardise the task. Teachers are NOT allowed to develop templates for any other sections of the task.

### 2.2 The responsibility of the province, district and teacher

It is the responsibility of the teacher to ensure that all learners complete both phases of the PAT.

- Teachers are expected to develop a PAT management plan for both phases of the PAT. The management plan must reflect the teaching, assessment and control of the PAT. This plan must be done at the beginning of the year.
- Each learner must receive a copy of the section 'Instructions to Learners' and the templates TOUR03, TOUR05, TOUR06 and TOUR07.
- It is the responsibility of the province, district, school and the Tourism teacher to provide the resources. Learners could also access additional resources on their own.

- Teachers are expected to research and develop their own memoranda for QUESTIONS 1, 2, 3.1, 3.2 and 4.3 before they commence with the PAT.
- It is the responsibility of the teacher to guide and support the learner throughout the task.
- The teacher MUST use the assessment tools, in conjunction with the memoranda they developed. The PAT must be assessed, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- Teachers have to provide the learners with the Declaration of Authenticity (TOUR03) before final submission of the PAT.
- The teacher has to complete and/or sign the necessary documentation as required by the Department of Basic Education:
  1. PAT mark sheet (TOUR01)
  2. National moderation instrument (TOUR02) – to be used during moderation
  3. Learner's Declaration of Authenticity (TOUR03)
  4. Teacher's Declaration of Authenticity (TOUR04)

### 2.3 Moderation of the PAT (Internal and External)

Moderation, both internal and external, will ensure that the quality and standard of the practical assessment task, as stipulated in Section 4 of the Curriculum and Assessment Policy Statement for Tourism, have been met.

- There will be random selection of learner PAT portfolios by departmental officials.
- Moderation will be conducted on various levels.
- The moderation tool provided (TOUR02) will be used to standardise marking during the following levels of moderation:
  - Level 1: Internal moderation
  - Level 2: Cluster moderation/PLC
  - Level 3: District moderation
  - Level 4: Provincial moderation
  - Level 5: National moderation
  - Level 6: Umalusi moderation
- Evidence of the history of moderation on the various levels must be filed in the teacher's PAT portfolio.
- It is the responsibility of subject heads, HODs, principals and subject advisors to ensure continued moderation of the PAT.
- The practical assessment task will be externally moderated by the Department of Basic Education.
- Umalusi may identify provinces and schools for additional moderation.



**basic education**

---

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **TOURISM**

## **GUIDELINES FOR PRACTICAL ASSESSMENT TASK**

### **2017**

## **INSTRUCTIONS TO LEARNERS**

**Name of learner:** ..... **Grade 12** .....

**Name of school:** .....

**Name of teacher:** .....

### 3. INSTRUCTION TO LEARNERS

#### 3.1 Requirements of the PAT

- The PAT is a compulsory component of the National Senior Certificate examination. Learners who do not comply with the requirements of the PAT will not be resulted in Tourism.
- The PAT must be done in two phases (Phase 1 and Phase 2).
- The PAT must be done mainly during school hours under the supervision of the teacher. Only certain sections such as research can be completed as homework. Under no circumstances may the entire PAT be completed at home.
- Learners are advised to consult the assessment tool provided for further guidance on what is required in the question.
- One of the aims of the PAT is to develop research skills. It is therefore the responsibility of the learner to do as much research as possible to enhance the learning process.
- The final completed PAT for both Phases 1 and 2 must be compiled in A4 size and presented in the sequence of the instructions to learners.
- Marks are awarded for spelling, language usage and overall impression of the PAT.
- The final completed phases must be handed in on the dates set by the teacher.
- The completed sections of the PAT must be kept at school for moderation purposes.

#### 3.2 Timeframes

In order for all administrative processes to be completed in time for resulting, learners must adhere strictly to the timeframes set by the teacher.

The table below indicates the time frames for the submission of the 2017 Tourism PAT.

SECTION OF THE PAT	COMPLETION
PHASE 1	Last week in May 2017
PHASE 2	Last week in July 2017

#### 3.3 Absence/Non-submission of the PAT

Both learners and parents should take cognisance of the fact the Tourism PAT is an essential part of the subject. Should the PAT not be completed because the learner was absent without a valid reason, the learner will receive an incomplete result.

It is therefore imperative that the PAT task is completed and submitted on dates determined by the teacher.

#### 3.4 Declaration of Authenticity

Learners have to complete and sign a Declaration of Authenticity form (TOUR03) upon final submission of the PAT. This declaration certifies that the Tourism PAT submitted for assessment is the learner's own work.

The form is provided on the next page.

**basic education**Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA**LEARNER'S DECLARATION OF AUTHENTICITY  
(TOUR03)**

NAME OF SCHOOL:	
NAME OF LEARNER:	
EXAMINATION NUMBER	
GRADE:	

I hereby declare that ALL ITEMS contained in this portfolio, are my own, original work and that where I made use of any source, I have acknowledged this.

SIGNATURE: LEARNER

DATE:

To my knowledge, the above statement by the learner is true and I accept that the work offered is his /her own.

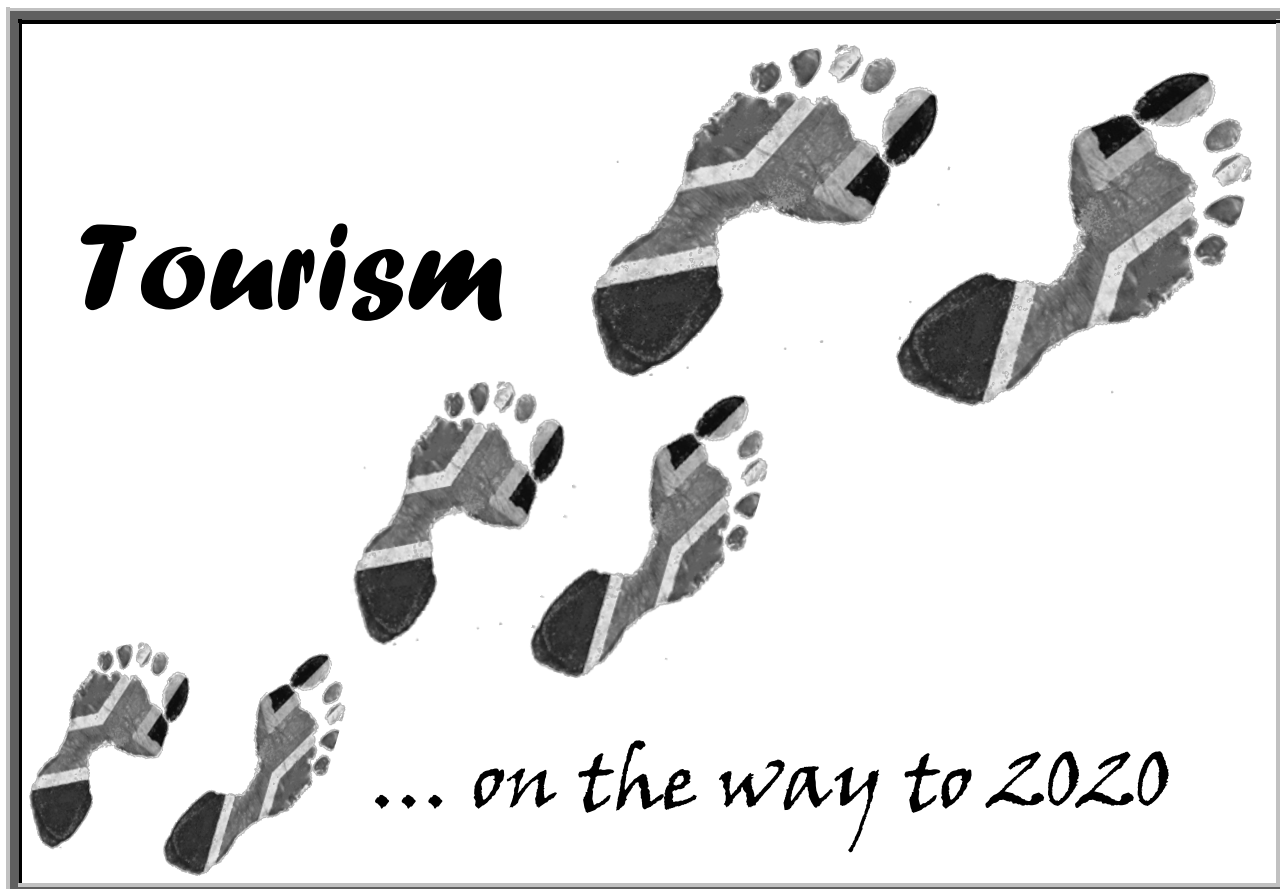
SIGNATURE: TEACHER

DATE:

**SCHOOL STAMP**



### 3.5 The Practical Assessment Task (PAT)



#### INTRODUCTION

The National Tourism Sector Strategy (NTSS) was developed by the National Department of Tourism (NDT) in 2011 and was approved by Cabinet with a vision to promote South Africa as a 'Top 20 destination' by the year 2020. The National Department of Tourism and South African Tourism (SATourism) are working together to implement various strategies to achieve this vision.

Although the previous Domestic Tourism Growth Strategy (DTGS) achieved some success in promoting domestic tourism, more structured partnerships with relevant stakeholders are now required to further increase the domestic tourism market and develop tourism in South Africa.

[Adapted from [www.tourism.gov.za/.../domestic](http://www.tourism.gov.za/.../domestic)]

**TOURISM – ON THE WAY TO 2020**

In this PAT, you will be required to:


- Conduct research on the travel patterns of South Africans
- Examine the Top 20 destinations South Africa has to compete with
- Examine the current status of domestic tourism and provide recommendations on how South Africa can become a Top 20 destination by the year 2020
- Develop a tour package

**SUGGESTED RESOURCES FOR THE RESEARCH**

1.	World Economic Forum: The Travel & Tourism Competitiveness Report 2015
2.	South African Tourism Strategic Report 2015–2020
3.	National Tourism Sector Strategy (NDT – 24 March 2011)
4.	White Paper: <i>The Development And Promotion Of Tourism In South Africa</i> (May 1996) South African Department Of Environmental Affairs And Tourism
5.	2015 Annual Tourism Report 6: South African Tourism – Strategic Research Unit

**USEFUL WEBSITES**

[www3.weforum.org/docs/TT15/WEF](http://www3.weforum.org/docs/TT15/WEF)  
[www.gttpsa.org](http://www.gttpsa.org)  
[www.gttp.org](http://www.gttp.org)  
[www.tourism.gov.za](http://www.tourism.gov.za)

 <div style="display: inline-block; vertical-align: middle; margin-left: 20px;"> <p style="margin: 0;"><b>TOURISM – ON THE WAY TO 2020</b></p> <p style="margin: 0;"><b>PHASE 1</b></p> </div>
---

<b>QUESTION 1</b>		
<b>1.1</b>	<b>MULTIPLIER EFFECT</b>	
	Read the Blog on the Multiplier Effect (TOUR05).  List FIVE ways in which the tourism industry contributes to the multiplier effect on the economy of South Africa.	(5 x 2) (10)
<b>1.2</b>	<b>THE TOP 5 DESTINATIONS IN THE WORLD</b>	
	All countries want to attract as many tourists as possible due to the multiplier effect of the tourism industry.  Refer to the Travel and Tourism Competitiveness Index 2015 (TOUR06) from the World Economic Forum Report. Examine the Top 5 destinations in 2015 identified by UNWTO that South Africa has to compete with.  Refer to the famous world icons and attractions prescribed in the Grade 12 curriculum. Conduct research on ONE icon from each of the Top 5 destinations.	(5 x 1)  Give ONE description of each icon. (5 x 1) (10)

<b>QUESTION 2</b>		
<b>2.1</b>	<b>THE DEVELOPMENT AND PROMOTION OF TOURISM IN SOUTH AFRICA (Marketing)</b>	
	State FIVE different ways in which SATourism promotes tourism development and growth in South Africa as a destination of choice both locally and globally.	(5 x 2) (10)
<b>2.2</b>	<b>STAKEHOLDERS</b>	
	Draw a mind map on an A4 page that shows the functions of the various stakeholders who support development and promotion of tourism in South Africa.  Include the following stakeholders on the mind map who are partners in the development and promotion of tourism in South Africa: <ul style="list-style-type: none"> <li>• One example from the public sector and one function</li> <li>• One example from the private sector and one function</li> <li>• One example of a parastatal and one function</li> <li>• One example of a Tourism Industry Association and one function</li> <li>• One example of a non-governmental organisation (NGO) and one function</li> </ul>	(6 x 2) (12)

<b>2.3</b>	<b>CHALLENGES</b>	
	Refer to the <i>White Paper on the Development and Promotion of Tourism in South Africa</i> . Discuss FOUR challenges that have an impact on domestic tourism.	
	(4 x 2)	(8)

**QUESTION 3**

**3.1 SOUTH AFRICA'S TOURISM STATISTICS AND TRAVEL PATTERNS**

	<p>Consult the 2015 annual statistics of domestic tourism in South Africa and that of your province.</p> <p>Draw the table below and fill in the domestic tourism statistics of South Africa and of your province in terms of:</p> <ul style="list-style-type: none"> <li>• Tourist arrivals</li> <li>• Length of stay</li> <li>• Average expenditure</li> <li>• Most popular attraction/activities</li> </ul> <p><i>Present your information in a table, for example:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 50%;">STATISTICS</th> <th style="width: 25%;">SOUTH AFRICA</th> <th style="width: 25%;">PROVINCE</th> </tr> </thead> <tbody> <tr> <td>Tourist arrivals</td> <td></td> <td></td> </tr> <tr> <td>Length of stay</td> <td></td> <td></td> </tr> <tr> <td>Average expenditure</td> <td></td> <td></td> </tr> <tr> <td>Most popular attraction/activities</td> <td></td> <td></td> </tr> </tbody> </table>	STATISTICS	SOUTH AFRICA	PROVINCE	Tourist arrivals			Length of stay			Average expenditure			Most popular attraction/activities			
STATISTICS	SOUTH AFRICA	PROVINCE															
Tourist arrivals																	
Length of stay																	
Average expenditure																	
Most popular attraction/activities																	
		(10)															


**3.2 THE STATUS OF TOURISM IN YOUR PROVINCE**

	<p>Critically evaluate FIVE reasons for the current status of tourism in your province.</p>	
	(5 x 2)	(10)

**3.3 SURVEY**

	<p>Conduct a survey to collect information on the tourism travel patterns of 10 people in your local environment, e.g. your school environment or your community.</p> <p>Use the questionnaire provided (TOUR07) to interview people from different socio economic backgrounds and age groups.</p> <p>Interviews can be conducted face to face, telephonically or electronically.</p> <p>The criteria:</p> <ul style="list-style-type: none"> <li>• Number of people interviewed <span style="float: right;">5</span></li> <li>• Range for data collection <span style="float: right;">3</span></li> <li>• Accurate information <span style="float: right;">2</span></li> <li>• Completion of the questionnaires <span style="float: right;">2</span></li> </ul> <p>Include the 10 completed surveys with the PAT</p>	
		(12)

3.4	<b>REPORT</b>	
	Compile a three-part report on the findings of the survey conducted.	
3.4.1	<p><b>Part 1: Overview</b></p> <p>Write an overview in a paragraph of approximately 10 lines on the survey process. The paragraph should include the following:</p> <ul style="list-style-type: none"> <li>• When?</li> <li>• Where?</li> <li>• Who?</li> <li>• How?</li> </ul>	(4)
3.4.2	<p><b>Part 2: Findings</b></p> <p>Provide the following information in a table :</p> <ul style="list-style-type: none"> <li>• Number of people who travelled</li> <li>• Number of people who did not travel</li> <li>• Most common reason for travelling or not travelling</li> <li>• Most popular province</li> <li>• Most popular activity</li> </ul>	(5)
3.4.3	<p><b>Part 3: Reflection</b></p> <ul style="list-style-type: none"> <li>• Reflect on the conclusions you arrived at with regard to the travel patterns of the people interviewed.</li> <li>• Reflect on your personal experience of the survey process.</li> </ul>	(4) (5)
<b>Total Phase 1:</b>		<b>100</b>

 <div style="display: inline-block; vertical-align: middle; text-align: center;"> <p><b>TOURISM – ON THE WAY TO 2020</b></p> <p><b>PHASE 2</b></p> </div>
--

<b>QUESTION 4</b>		
<b>4.1</b>	<b>DEVELOPMENT OF THE TOUR PACKAGE</b>	
	<p>Based on the findings of your survey in QUESTION 3.3, you are now required to develop a five-day tour package for your province.</p> <p>The package can be developed for an individual or a group and must be selected from the 10 people you have interviewed in your province.</p> <p>The tour package must reflect the profile of the people you selected.</p> <p>In a paragraph, write a detailed itinerary for EACH of the five days. The itinerary must include the following information:</p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Accommodation</li> <li>• Meals</li> <li>• Attractions/activities/events (at least two per day) <span style="float: right;">(5 x 5)</span></li> </ul> <p>Marks will be awarded for:</p> <ul style="list-style-type: none"> <li>• Name of the tour <span style="float: right;">(2)</span></li> <li>• Inclusion of at least one organised or optional tours <span style="float: right;">(2)</span></li> <li>• Logical route planning <span style="float: right;">(2)</span></li> <li>• Format of the 5 day tour <span style="float: right;">(3)</span></li> </ul>	<b>(34)</b>
<b>4.2</b>	<b>MAPWORK</b>	
	<p>Use a blank map of your province or of the local area of your tour.</p> <p>Indicate the following information on the map:</p> <ul style="list-style-type: none"> <li>• A legend indicating accommodation, attractions/events and activities <span style="float: right;">(2)</span></li> <li>• Scale and cardinal points <span style="float: right;">(2)</span></li> <li>• Logical route of the five-day tour using arrows to show travel direction <span style="float: right;">(2)</span></li> <li>• Distances between attractions, activities/events and accommodation <span style="float: right;">(2)</span></li> <li>• Symbols for accommodation, attractions/events and activities <span style="float: right;">(1)</span></li> </ul>	<b>(9)</b>

4.3	<b>BUDGET</b>		
	Taking note of your client's/clients' profile and your itinerary, estimate the total cost per person for the tour package.	(2)	
	Give the breakdown of the total cost of the tour package per person per day for the five days.	(6)	
	Name TWO items that are NOT included in the tour package.	(2)	
	Marks will also be awarded for: <ul style="list-style-type: none"> <li>• Realistic amounts for each item of the budget</li> <li>• Inclusion of organised or optional tours</li> </ul>	(2) (2)	
4.4	<b>MARKETING</b>		
	Develop a billboard advertisement on an A4 page for your tour package.		
	Marks will be awarded for the following: <ul style="list-style-type: none"> <li>• Layout</li> <li>• Appropriate font</li> <li>• Language that will sell your tour package</li> <li>• Use of colour</li> <li>• Appropriate images/pictures</li> </ul>	(2) (2) (2) (2) (2)	(10)
4.5	<b>PROMOTING TOURISM DEVELOPMENT IN YOUR PROVINCE</b>		
	Complete the table below, indicating how your tour package promotes tourism development in your province.		
	<b>OBJECTIVES OF YOUR TOUR PACKAGE</b>	<b>ONE EXAMPLE FROM YOUR TOUR PACKAGE</b>	
	For example :		
	Job creation	Tour of a cultural village run by the local people	
	1 Increased tourist volumes		
	2 Increased expenditure		
	3 Geographical spread		
	4 Encouraging a culture of travel		
	5 Locally sourced tourism products and services		(10)

<b>QUESTION 5</b>		
<b>REFLECTION</b>		
Refer to the tour package developed in QUESTION 4.1 and discuss the strengths and weaknesses in your province that your tour package focuses on. Use the criteria in the table below.		
<b>CRITERIA</b>	<b>STRENGTH</b>	<b>WEAKNESS</b>
For example:		
Communication	Wi-Fi-hot spots	Data usage is still expensive in South Africa
Transport		
Accommodation		
Cuisine		
Attractions		
Activities/events		
Climate		
Support services, for example institutions		
		(14)

<b>QUESTION 6</b>	
<b>BIBLIOGRAPHY</b>	
Include a bibliography of the various resources used.	(2)

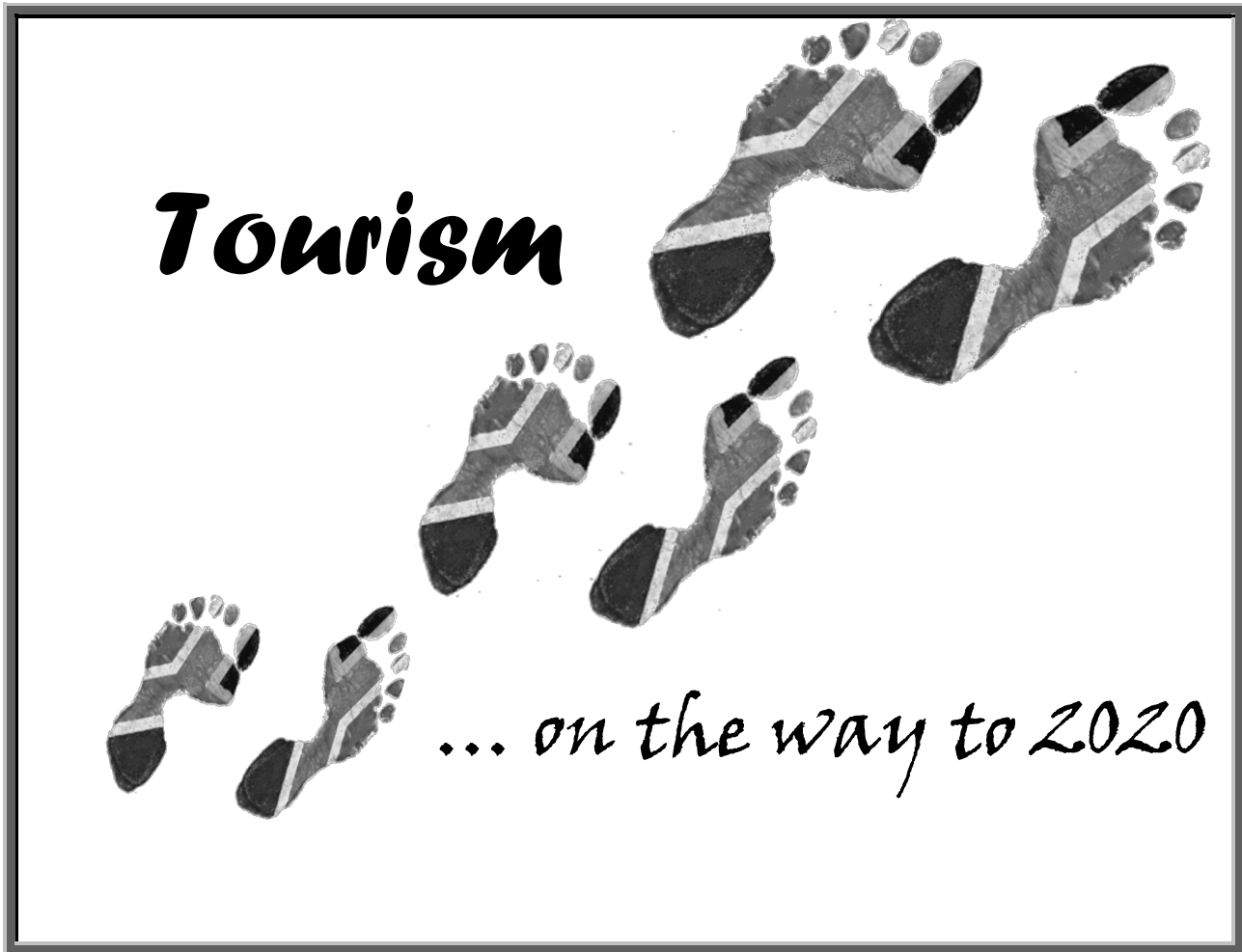
<b>QUESTION 7</b>	
<b>CONTENT PAGE</b>	
Develop a content page for questions 1 to 7 that reflects the correct order of the questions and their corresponding page numbers.	(2)

<b>QUESTION 8</b>	
<b>FINAL PRESENTATION</b>	
When compiling your PAT, consider the following:	
• Sequence your PAT in the order of the questions	(2)
• Take note of correct spelling and grammar usage	(2)
• Create a good overall impression	(1)
(5)	

<b>TOTAL FOR PHASE 2:</b>	<b>100</b>
<b>GRAND TOTAL:</b>	<b>200</b>



3.6 Assessment instrument




**ASSESSMENT INSTRUMENT**

**2017**

Name of learner: ..... Grade 12 .....

Name of school: .....

Name of teacher: .....

 <div style="display: inline-block; vertical-align: middle; text-align: center;"> <p><b>TOURISM – ON THE WAY TO 2020</b></p> <p><b>ASSESSMENT TOOL</b></p> <p><b>PHASE 1</b></p> </div>
--

Name of Learner: .....Grade: .....

**T = Teacher/M = Moderator**

<b>1.</b>	<b>MULTIPLIER EFFECT</b>	<b>20 marks</b>	<b>T</b>	<b>M</b>
	1.1 FIVE ways in which the tourism industry contributes to the multiplier effect on the economy of South Africa have been given. ✓✓+ ✓✓+✓✓+✓✓+✓✓ (5 x 2)	(10)		
	1.2 FIVE icons selected (ONE icon covered in the Grade 12 curriculum from each of the Top 5 destinations) ✓✓✓✓✓ and ONE description of each icon. ✓✓✓✓✓ (5 x 1) (5 x 1)	(10)		
<b>2.</b>	<b>THE DEVELOPMENT AND PROMOTION OF TOURISM IN SOUTH AFRICA (Marketing)</b>	<b>30 marks</b>	<b>T</b>	<b>M</b>
	2.1 FIVE different ways in which SATourism promotes tourism development and growth in SA as a destination of choice both locally and globally, have been given. ✓✓+ ✓✓+✓✓+✓✓+✓✓ (5 x 2)	(10)		
	2.2 Stakeholders included on the mind map: <ul style="list-style-type: none"> <li>• One example from the public sector ✓ and one function ✓</li> <li>• One example from the private sector ✓ and one function ✓</li> <li>• One example of a parastatal ✓ and one function ✓</li> <li>• One example of a Tourism Industry Association ✓ and one function ✓</li> <li>• One example of a non-governmental organisation ✓ (NGOs) and one function ✓</li> </ul> (5 x 2)  The mind map captures the information in a creative and a visual form. (2)	(12)		
	2.3 FOUR challenges from the White Paper that have an impact on domestic tourism given. ✓✓+ ✓✓+✓✓+✓✓ (4 x 2)	(8)		
<p><b>Assessment Guidelines</b>                      2.1 Focus on the different WAYS in which South Africa is marketed and do not accept examples such as TV, INDABA etc.</p>				

<b>3.</b>	<b>SOUTH AFRICA'S TOURISM STATISTICS AND TRAVEL PATTERNS</b>		<b>50 marks</b>	<b>T</b>	<b>M</b>	
3.1	The table reflecting statistics of tourism in South Africa and your province has been completed.		(10)			
	<b>STATISTICS ON</b>	<b>South Africa</b>				<b>Province</b>
	Tourist arrivals	✓				✓
	Length of stay	✓				✓
	Average expenditure	✓				✓
	Most popular attraction/ activities	✓	✓			
3.2	FIVE reasons for the current status of tourism in your province critically evaluated. ✓✓+ ✓✓+✓✓+✓✓+✓✓		(5 x 2)	(10)		


3.3 Survey includes 10 completed questionnaires

Criteria	Marks					(5)			
	5	4	3	2	1				
Number of people interviewed	10 people interviewed	8–9 people interviewed	6–7 people interviewed	4–5 people interviewed	Less than 4 people interviewed				
Range for data collection			There are 5 or more responses indicating a range of selection	There are 3–4 responses indicating a range of selection	There are 1–2 responses indicating a range of selection	(3)			
Accurate information				Information captured addresses the question in detail and is clear	Responses captured do not provide adequate information for analysis	(2)			
Completion of questionnaires				All the required information is completed	Information is only partially completed	(2)			
						(12)			

3.4	A three-part report on findings of the survey conducted		<b>T</b>	<b>M</b>
3.4.1	<b>Part 1: Overview</b>			
	Overview on the survey process included			
	<ul style="list-style-type: none"> <li>• When ✓</li> <li>• Where ✓</li> <li>• Who ✓</li> <li>• How ✓</li> </ul>		(4)	

3.4.2	<b>Part 2: Findings</b>			
	The table includes: <ul style="list-style-type: none"> <li>• Number of people who travelled✓</li> <li>• Number of people who did not travel✓</li> <li>• Most common reason for travelling or not travelling✓</li> <li>• Most popular province✓</li> <li>• Most popular activity✓</li> </ul>	(5)		
3.4.3	<b>Part 3: Reflection</b>			
	Two valid conclusions flowing from the findings, that shows excellent insight into travel patterns.✓✓✓✓	(4)		
	Insightful reflection indicated learning experience gained and challenges.✓✓✓✓✓	(5)		

<b>Total Phase 1: 100</b>	
---------------------------	--

	<p><b>TOURISM – ON THE WAY TO 2020</b></p> <p><b>ASSESSMENT TOOL</b></p> <p><b>PHASE 2</b></p>
---	--

Name of Learner: .....Grade: .....

**T = Teacher/M = Moderator**

<b>4.</b>	<b>DEVELOPMENT OF THE TOUR</b>			
<b>4.1.</b>	<b>THE TOUR PACKAGE</b>	<b>34 marks</b>	<b>T</b>	<b>M</b>
	A detailed five-day itinerary for the tourists was compiled and the following information was provided:			
	<b>Day 1:</b>		<b>5 marks</b>	
	Transport:	Transport ✓ has been included	(1)	
	Accommodation:	Accommodation ✓ has been included	(1)	
	Meals:	Meals ✓ have been included	(1)	
	Attractions/activities/events:	TWO attractions/activities/events ✓✓ have been included	(2)	

	<b>Day 2:</b>		<b>5 marks</b>	
	Transport:	Transport ✓ has been included	(1)	
	Accommodation:	Accommodation ✓ has been included	(1)	
	Meals:	Meals ✓ have been included	(1)	
	Attractions/activities/events:	TWO attractions/activities/events ✓✓ have been included	(2)	

	<b>Day 3:</b>		<b>5 marks</b>	
	Transport:	Transport ✓ has been included	(1)	
	Accommodation:	Accommodation ✓ has been included	(1)	
	Meals:	Meals ✓ have been included	(1)	
	Attractions/activities/events:	TWO attractions/activities/events ✓✓ have been included	(2)	

	<b>Day 4:</b>		<b>5 marks</b>	
	Transport:	Transport ✓ has been included	(1)	
	Accommodation :	Accommodation ✓ has been included	(1)	
	Meals:	Meals ✓ have been included	(1)	
	Attractions/activities/events:	TWO attractions/activities/events ✓✓ have been included	(2)	

	<b>Day 5:</b>		<b>5 marks</b>	
	Transport:	Transport ✓ has been included	(1)	
	Accommodation :	Accommodation ✓ has been included	(1)	
	Meals:	Meals ✓ have been included	(1)	
	Attractions/activities/events:	TWO attractions/activities/events ✓✓ have been included	(2)	

Itinerary (continued)			9 marks	
Name of the tour package:	Suitable name✓✓ for the tour package	(2)		
Organised or optional tours:	Organised or optional tours ✓✓ have been included in the five-day itinerary	(2)		
Logical route planning:	Logical route planning was used✓✓	(2)		
Format of the five-day itinerary:	Paragraph format was used✓✓ Name of day given, e.g. Day 1✓	(3)		
<b>Assessment Guidelines</b>				
NOTE: Where possible, focus on the uniqueness of your area/province.				

4.2	MAP WORK	9 marks	T	M
	The map was completed and the following information was included on the map:			
	A legend indicating accommodation establishments, attractions and event/activities was created ✓✓	(2)		
	Scale and cardinal points were clearly indicated ✓✓	(2)		
	Logical route of the five-day tour with directional arrows is clearly indicated on the map✓✓	(2)		
	Distances between attractions, activities/events and accommodation are clearly indicated on the map✓✓	(2)		
	Symbols from the legend are correctly plotted on the map✓	(1)		
	<b>Assessment Guidelines</b>			
	<i>Logical route planning must be evident.</i>			
	<i>The legend must include accommodation, attractions and event/activities. The legend must contain symbols with matching labels. The symbols must be plotted on the map.</i>			
	<i>Distance must be indicated on the map in the form of distance indicators.</i>			

4.3	BUDGET	14 marks	T	M
	An estimate of the total cost of the tour package per person is provided.✓✓	(2)		
	A breakdown of the total cost of the tour package per person per day for five days is given. ✓✓✓✓✓✓	(6)		
	TWO items not included in the tour package were named.✓✓	(2)		
	Realistic amounts for each item of the budget were given.✓✓	(2)		
	Organised or optional tours were included. ✓✓	(2)		
	<b>Assessment Guidelines</b>			
	<i>The items included in the budget must correlate with the itinerary.</i>			
	<i>For sundry expenses learners may give examples such as spending money, medical expenses, gratuities etc.</i>			
	<i>Based on the itinerary and the profile the estimated cost must be realistic.</i>			

<b>4.4</b>	<b>MARKETING</b>	<b>10 marks</b>	<b>T</b>	<b>M</b>
	A billboard advertisement on an A4 page was developed for the tour package.			
	Marks are awarded for:			
	<ul style="list-style-type: none"> <li>• Layout ✓✓</li> <li>• Appropriate font ✓✓</li> <li>• Language that will sell your tour package ✓✓</li> <li>• Use of colour ✓✓</li> <li>• Appropriate images/pictures ✓✓</li> </ul>			
	(5 x 2)			
	<p><b>Assessment Guidelines</b></p> <p><i>The layout shows good advertising technique in the use of space. It should not be cluttered.</i></p> <p><i>The style of the font must be clearly visible from a distance.</i></p> <p><i>Good emotive (persuasive) language usage.</i></p> <p><i>Images/pictures used must be appropriate to the tour package.</i></p>			

<b>4.5</b>	<b>PROMOTING TOURISM DEVELOPMENT IN YOUR PROVINCE</b>	<b>10 marks</b>	<b>T</b>	<b>M</b>
	A table was completed indicating how the tour package promotes tourism in your province			
	<b>OBJECTIVES OF THE TOUR PACKAGE</b>	<b>ONE EXAMPLE FROM THE TOUR PACKAGE</b>		
	Increased tourist volumes	✓✓		
	Increased expenditure	✓✓		
	Geographical spread	✓✓		
	Encouraging a culture of travel	✓✓		
	Locally sourced tourism products and services	✓✓	(10)	
	<p><b>Assessment Guidelines</b></p> <p><i>Each of the examples must match the objectives given. Examples must be taken from the candidate's PAT.</i></p>			

<b>5.</b>	<b>REFLECTION</b>	<b>14 marks</b>	<b>T</b>	<b>M</b>
	Strengths and weaknesses of the area that the tour package focuses on were listed according to the criteria in the table.			
	<b>CRITERIA</b>	<b>STRENGTH</b>	<b>WEAKNESS</b>	
	Transport	✓	✓	
	Accommodation	✓	✓	
	Cuisine	✓	✓	
	Attractions	✓	✓	
	Activities/events	✓	✓	
	Climate	✓	✓	
	Support services	✓	✓	(14)
	<b>Assessment Guidelines</b> <i>Logical and valid strengths and weaknesses must be listed.</i> <i>The criterion 'other' can include other aspects over and above the listed criteria, for example a unique mode of transport, location, culture et cetera.</i>			

<b>6.</b>	<b>BIBLIOGRAPHY</b>	<b>2 marks</b>	<b>T</b>	<b>M</b>
	A bibliography of various resources is included on the last page. ✓✓	(2)		

<b>7.</b>	<b>CONTENT PAGE</b>	<b>2 marks</b>	<b>T</b>	<b>M</b>
	The content page reflects the correct order for QUESTIONS 1 to 7 and their corresponding page numbers. ✓✓	(2)		

<b>8.</b>	<b>FINAL PRESENTATION</b>	<b>5 marks</b>	<b>T</b>	<b>M</b>
	The PAT was sequenced in the order of the questions. ✓	(2)		
	Correct spelling and grammar was used ✓	(2)		
	Overall impression ✓	(1)		

<b>TOTAL FOR PHASE 2:</b>		<b>100</b>		
---------------------------	--	------------	--	--

<b>TOTAL MARKS FOR THE PAT</b>	<b>T</b>	<b>M</b>
MARKS FOR PHASE 1: 100 MARKS		
MARKS FOR PHASE 2: 100 MARKS		
<b>GRAND TOTAL:</b>	<b>200 MARKS</b>	

<b>SIGNATURE OF TEACHER</b>
<b>DATE:</b>

<b>SIGNATURE OF MODERATOR</b>
<b>DATE:</b>



**4. LIST OF RESOURCES**

- 4.1 PAT mark sheet (TOUR01)
- 4.2 National moderation instrument (TOUR02)
- 4.3 Learner's Declaration of Authenticity (TOUR03)
- 4.4 Teacher's Declaration of Authenticity (TOUR04)
- 4.5 Blog on the Multiplier Effect (TOUR05)
- 4.6 The Travel and Tourism Competitiveness Index 2015 (TOUR06)
- 4.7 Survey Questionnaire (TOUR07)

4.1 PAT mark sheet (TOUR01) 2017



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

SCHOOL STAMP  
&  
SIGNATURE  
OF  
PRINCIPAL

**PAT MARK SHEET  
(TOUR01)**

<b>School:</b>	
<b>Teacher:</b>	

NAME OF LEARNER Example: Tambo, Johannes, CP		Last 3 digits of examination number	PHASE 1	PHASE 2	TOTAL	100	Moderated mark
(Not per class – list ALL learners alphabetically)							
			100	100	200	100	100
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

## 4.2 National moderation instrument (TOUR02)



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL PAT MODERATION INSTRUMENT FOR TOURISM  
(TOUR02)**

<b>PROVINCE</b>	
<b>DISTRICT</b>	
<b>CENTRE NAME</b>	
<b>TEACHER</b>	
<b>MODERATOR</b>	
<b>MODERATION DATE &amp; LEVEL</b>	

<b>PAT MODERATION</b>		
<b>NAMES OF CANDIDATES SELECTED</b>	<b>100</b>	
	<b>T</b>	<b>M</b>
1.		
2.		
3.		
4.		
5.		
6.		
<b>TOTAL</b>		
<b>AVERAGE OF SAMPLE = (Total ÷ number of candidates selected)</b>		
<b>AVERAGE DIFFERENCE (%)</b>		

**T = Teacher and M = Moderator**

MONITORING SECTION		YES	NO	COMMENT
<b>1. TEACHER</b>	The PAT guidelines as well as the teacher memo are available.			
	Official mark sheets completed, signed, stamped and included.			
	All learners have a mark for phases 1 and 2			
	If no marks for either phase 1 or phase 2, valid evidence/reasons included.			
	All marks are correctly added, converted, recorded and transferred.			
	Declaration form signed.			
<b>2. LEARNER PAT EVIDENCE</b>	Declaration form signed.			
	Phases 1 and 2 have been assessed with the appropriate assessment tool.			
	All marks are correctly added, recorded, transferred and converted.			
<b>3. MODERATION PROCESS</b>	Moderation date honoured.			
	All learners' files available as per selection.			
	Were there any irregular activities during the moderation process?			
	Moderation was conducted according to national policies and guidelines.			

<b>4. QUALITY AND STANDARD OF PAT</b>	Based on the observations during the moderation session and the moderation of the evidence provided, it appears that the quality and standard of the PAT is:			
	<b>Exemplary</b>	<b>Acceptable</b>	<b>Partially Acceptable</b>	<b>Unacceptable</b>

<b>RESULTS OF FINDINGS:</b>			
1. Based on the sample moderated the marks are accepted as valid, fair and reliable without any adjustments.			
2. Based on the sample presented the PAT must be resubmitted.			
3. Based on the sample moderated, the marks were adjusted as follows:			
Adjusted upward (Indicate %)		Adjusted downward (Indicate %)	

<b>COMMENTS</b>	
<b>Signature: Teacher:</b>	<b>Provincial Moderator :</b>
<b>Subject Advisor:</b>	<b>Date:</b>

4.3 **Learner's declaration of authenticity (TOUR03)**
**basic education**

 Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA

**LEARNER'S DECLARATION OF AUTHENTICITY  
 (TOUR03)**

<b>NAME OF SCHOOL:</b>	
<b>NAME OF LEARNER:</b>	
<b>EXAMINATION NUMBER</b>	
<b>GRADE:</b>	

I hereby declare that ALL ITEMS contained in this portfolio are my own, original work and that where I used any source, I acknowledged this.

SIGNATURE: LEARNER

DATE:

To my knowledge the above statement by the learner is true and I accept that the work offered is his/her own.

SIGNATURE: TEACHER

DATE:

**SCHOOL STAMP**

4.4 **Teacher's declaration of authenticity (TOUR04)**
**education**

 Department:  
 Education  
 REPUBLIC OF SOUTH AFRICA

**TEACHER'S DECLARATION OF AUTHENTICITY  
 (TOUR04)**

<b>NAME OF SCHOOL:</b>	
<b>NAME OF TEACHER:</b>	

**I hereby declare that:**

- I have done everything in my power to ensure that learners comply with the instructions set out in the PAT document.
- I made sufficient research information available to learners.
- I supported and guided learners throughout the PAT process.
- I have marked all items contained in this portfolio.
- The marks awarded to learners and transcribed onto the mark sheets are valid and fair.

<b>SIGNATURE: TEACHER</b>	<b>DATE:</b>
---------------------------	--------------

To my knowledge, the above statement by the teacher is true.

<b>SIGNATURE: PRINCIPAL</b>	<b>DATE:</b>
-----------------------------	--------------

<b>SCHOOL STAMP</b>
---------------------

## THE MULTIPLIER EFFECT (TOUR05)

### BLOG ON THE MULTIPLIER EFFECT (TOUR05)

<http://geographyfieldwork.com/TouristMultiplier.htm>

**Tourism** not only creates jobs in the tertiary sector, it also encourages growth in the primary and secondary sectors of industry. This is known as the **multiplier effect** which in its simplest form is how many times money spent by a **tourist** circulates through a country's economy.

#### **Employment**

One of the easiest advantages to identify is the jobs tourism brings. This ranges from directly influenced positions like tour guides, hotel staff, coach services, and restaurants. What's great about all these businesses is that they not only pay wages to their staff, but source goods and products locally, giving a boost to local industry. What's great about tourism is that the supporting industries like retail and food production also benefit, although it is not as obvious to the untrained eye as this is mostly occurring behind the scenes.

#### **Increased spending in the local community**

This is twofold. Firstly, you have the money that is spent directly by tourists in the economy. Not just on tourism, but on a huge range of basic human requirements that need to be purchased, like food, clothing, hairdressing, medical services, and transportation needs that all need to be filled, along with souvenirs and amusements. In addition to what is spent by tourists, both businesses and individuals, is often re-injected into the local economy. So more money is earned locally thanks to tourism, which is then spent in the local economy as well. This is why tourism revenues are often referred to as having a multiplier effect, because a large percentage of tourist income earned is reintroduced back into the economy, again and again. This is the multiplier effect. Ultimately, the more tourist income, the larger the economic benefit for everyone.

#### **Diversification**

In addition to bringing prosperity to an economy, it also allows an economy to develop a new form of income. This acts as an insurance policy in case of hard times, because the additional money coming in can help support traditional industries in case they come under financial pressure. This is especially important for communities that rely on a single industry, or where there is a concentration of industry that is environmentally damaging such as mining or manufacturing. It's also important for rural communities, where there is significant risk based on the farming conditions and global commodity prices. Tourism allows a community to diversify their sources of income, and rely less on a single industry.

#### **Infrastructure**

The additional revenue that comes into a community also benefits the local council or governments. It means more money, which allows public projects to be launched or developed. This means the infrastructure improves, with new roads being built, parks developed and public spaces improved. The better facilities bring in more visitors, but is a fantastic benefit to local residents, especially when there is enough revenue to build new airports, schools and hospitals, which all support the economic development even further. Without good infrastructure, the flow of goods and services is impossible, and tourism revenues allow this to be supported.

**Social advantages**

In addition to the revenue, there are also fantastic cultural advantages to tourism. It can be a source of pride for local communities, and allows them to look at their history and cultural heritage to develop their own community identity. This helps the local community to maintain their traditions and culture, while also showcasing it for all the visitors. This advantage of tourism is what has saved many local heritage sites from destruction, in addition to giving tourists a wonderful insight into the local ways of life. Tourism can help to preserve the history of a region that may be at risk of being lost.

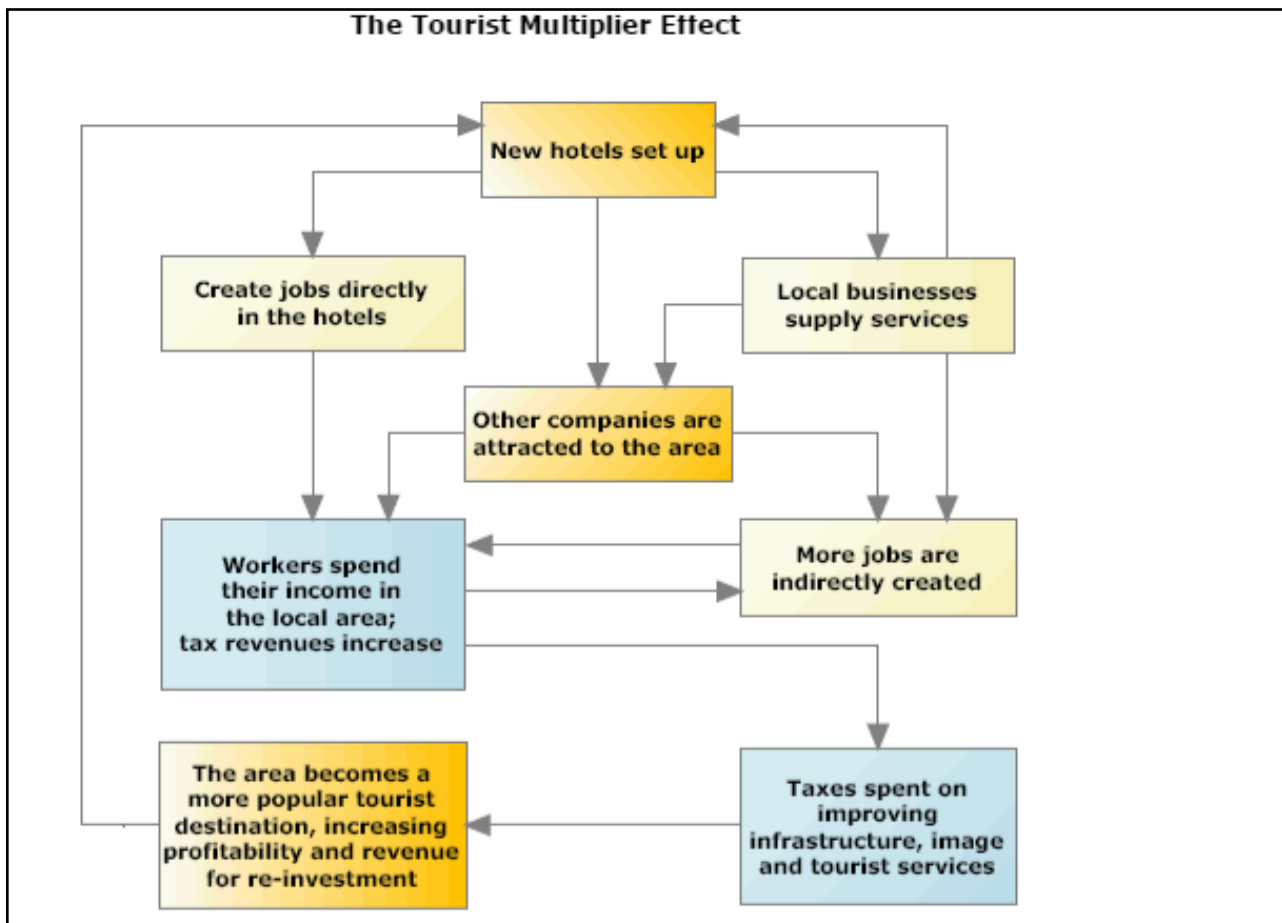
**Environmental advantages**

Many tour operators are differentiating themselves from their counterparts by offering tours and packages with an environmental twist, and supporting the conservation of the local area. This helps the environment in dealing with the influx of tourists, but also helps to build a strong reputation for the tourism operator. As a traveller, remember to respect the places you visit, and always leave them as you found it.

**Opportunities**

Bringing tourists into a community gives it new life, and creates opportunities for entrepreneurs to establish new services and products, or facilities that would not be sustainable based on the local population of residents alone. Tourists are all potential customers, and with the right approach can be targeted in a business strategy that allows for fantastic success.

**The Tourism Multiplier Effect**





Adapted from : <https://blog.udemy.com/advantages-of-tourism/>

<b>TOUR06</b>		
<b>THE TRAVEL &amp; TOURISM COMPETITIVENESS INDEX 2015 (TOUR06)</b>		
<b>Rank</b>	<b>Country/Economy</b>	<b>Value</b>
1	Spain	5,31
2	France	5,24
3	Germany	5,22
4	United States	5,12
5	United Kingdom	5,12
6	Switzerland	4,99
7	Australia	4,98
8	Italy	4,98
9	Japan	4,94
10	Canada	4,92
11	Singapore	4,86
12	Austria	4,82
13	Hong Kong	4,68
14	Netherlands	4,67
15	Portugal	4,64
16	New Zealand	4,64
17	China	4,54
18	Iceland	4,54
19	Ireland	4,53
20	Norway	4,52
21	Belgium	4,51
22	Finland	4,47
23	Sweden	4,45
24	United Arab Emirates	4,43
25	Malaysia	4,41
26	Luxembourg	4,38
27	Denmark	4,38
28	Brazil	4,37
29	Republic of Korea	4,37
30	Mexico	4,36
31	Greece	4,36
32	Taiwan	4,35
33	Croatia	4,30
34	Panama	4,28
35	Thailand	4,26
36	Cyprus	4,25
37	Czech Republic	4,22
38	Estonia	4,22
39	Slovenia	4,17
40	Malta	4,16
41	Hungary	4,14
42	Costa Rica	4,10
43	Qatar	4,09
44	Turkey	4,08
45	Russian Federation	4,08
46	Barbados	4,08
47	Poland	4,08
48	South Africa	4,08

*Table1 : The Travel & Tourism Competitiveness Index 2015 Ranking*

**GRADE 12 TOURISM PRACTICAL ASSESSMENT TASK**  
**SURVEY QUESTIONNAIRE 2017 (TOUR07)**



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

<b>NAME OF SCHOOL:</b>
<b>NAME OF LEARNER:</b>

<b>Name of person interviewed</b>	
<b>Age</b>	
<b>Nationality</b>	
<b>Occupation</b>	

1.	How often have you travelled in the last two years?		
2.	Where did you travel to? <i>(Mark with an X)</i>	<i>Domestically</i>	<i>Internationally</i>
3.	What was the reason for travel or not travelling?		
4.1	If you had a choice to travel, where would you travel in your province?		
4.2	Give ONE reason for your choice		
4.3	State TWO activities you would like to engage in at the destination chosen in Question 4.1.		
4.4	Give ONE reason for your choice in Question 4.3.		

Signature of Learner

Date:

## 5. CONCLUSION

On completion of the practical assessment task learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.