basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2015

These guidelines consist of 32 pages.

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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 2015. Under no circumstances may the PAT be substituted by any alternative practical examination task.

- The practical assessment task for Tourism has TWO phases. Marking of Phase 1 must be completed by mid-June 2015 and Phase 2 by the end of August 2015.
- 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 2015 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 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' *(pages 5 to 22 of the PAT document and the templates TOUR05 and TOUR06)*.
- It is the responsibility of the 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 3, 4, 5, 7 and 10 before they commence with the PAT.
- It is the responsibility of the teacher to guide and support the learner throughout the task.

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- The teacher MUST use the assessment tools, in conjunction with their marking memoranda as well as the national marking guideline provided to standardise marking.
- 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 form (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. Official mark sheet (TOUR01)
  2. National moderation instrument (TOUR02) – to be used during moderation
  3. Signed Learner Declaration of Authenticity (TOUR03)
  4. Teacher 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
  Level 3: District moderation
  Level 4: Provincial moderation
  Level 5: National moderation
- UMALUSI 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.

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TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASK

2015

INSTRUCTIONS TO LEARNERS

Name of learner: …… **Grade 12** …..

Name of school: ……

Name of teacher: ……..

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3. LEARNERS' GUIDELINES

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 2015 Tourism PAT.

SECTION OF THE PAT	COMPLETION
PHASE 1	Last week in May 2015
PHASE 2	Last week in July 2015

3.3 Absence/Non-submission of the PAT

Both learners and parents should take cognisance of the fact the PAT of Tourism is an essential part of the subject. Should the PAT for Grade 12 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 work submitted for assessment of the Tourism PAT, is the learner's own work. The form will be provided by the teacher.

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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)

THE AWESOME RACE 2015
 [Source: www.theamazingrace.com]
The Awesome Race 2015 is a reality television game show in which teams of two people race around the world in competition with other teams. Contestants strive to arrive first at 'pit stops' at the end of each leg of the race. They win prizes and try to avoid coming in last, which carries the possibility of elimination or being disadvantaged in the next leg of the race. Contestants travel to many countries and use different modes of transportation e.g. airplanes, hot-air balloons, helicopters, trucks, bicycles, taxis, cars, 4x4's, trains, buses, boats and by foot. Clues provided during each leg lead the teams to the next destination or direct them to perform a task, either together or by a single member. These challenges are related to the culture of the country where they are located. Teams are progressively eliminated until there are only three teams left. At that point the team that arrives first in the final leg is awarded the grand prize of one million US dollars. [Adapted from www.theamazingrace.com]

GLOSSARY	
Reality television game show	A program on TV where people are filmed while they are competing in a game show.
Contestants	People who are participating in a competition, in this case, a race.
Leg of the race	Different sections of the race. Can refer to the route travelled between two countries or within one country.
Route markers	Route markers are uniquely coloured flags that mark the places where teams must go. Others may be used to outline the route.
Route information (Route info)	A leaflet telling teams where to go to find their new clue box.
Clue boxes	A box that contains the clue envelopes
Clue envelopes containing the clues	An A5 size envelope that contains the next clue. The envelopes are branded in *The Awesome Race* colours of yellow and black.
Clues	The clues are printed on an A5 strip of paper and contain the following information. • Tasks that teams must complete • Directions where teams must go • Specific information that guides teams along the race

Function of the clues	After finding the clue, teams open the envelope and read aloud the instructions given on the clue sheet and then follow the instructions. Teams are generally required to collect each clue during each leg of the race. The information is kept with them until they reach the next pit stop, where it is handed in.
Challenges	Demanding activities performed by teams as part of the race found on the clue sheet. Challenges can include detours and road blocks.
Detour	A detour is an activity in the race where there is a choice between two tasks each with its own challenges. Teams must choose a task based on brief instructions. Generally one task will be physical while the other will require a thinking skill.
Road block	A road block is a task that only one team member may perform. Teams must choose one member to perform an unknown task. They are not allowed to switch team members at any point, but the other team member may provide advice and support.
Elimination	To be out of the race – the last team to arrive at a checkpoint (pit stop) may be sent home.
Pit stop	The end of a particular leg of the race or the final destination of the race.

SCENARIO

A Mexican couple are contestants in The Awesome Race 2015.

There are FOUR legs to the race:

Leg 1: Mexico
Leg 2: Peru
Leg 3: Brazil
Leg 4: South Africa

Teams gather in Cancun, Mexico, to receive their first clue which will take them to the international icon in the Yucatan Peninsula. At this icon, which is also a World Heritage Site, they will receive the second clue. This will take them to the international icon in the Cusco region, Peru, where they will spend TWO days before getting the third clue. This clue will take them to Brazil's international icon which is the last section of the South American leg of the race.

They will depart Brazil for South Africa, the final leg of the race, where the Bloodhound event at Hakskeenpan in the Northern Cape will take place. This is also the final pit stop of the race.

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BACKGROUND INFORMATION
Contestants' profile • Nationality: Mexican • A team consisting of two people
Routes **Leg 1** The couple starts the race in the Yucatan Peninsula, Mexico. (1 day) **Leg 2** They will spend two days in Peru to complete the challenges. (2 days) **Leg 3** They will spend two days in Brazil to complete the challenges. (2 days + flying time) **Leg 4** They will spend five days in South Africa to complete the challenges. (5 days) The race ends on the tenth day at OR Tambo International Airport in Johannesburg.
Attractions/Activities • World icons in South America • Kgalagadi Transfrontier Park, Northern Cape • Project Bloodhound at Hakskeenpan, Northern Cape • The Awesome Race challenges
Transport • Flights from São Paulo to Johannesburg • Flights to and from OR Tambo to Upington • Sponsored 4x4 vehicles from Upington International Airport • Water transport: river taxi in Upington

SUGGESTED RESOURCES FOR THE TASK
Magazines, brochures, newspapers relating to adventure, cultural and heritage tourism in Mexico, Peru, Brazil and South Africa.

USEFUL WEBSITES
www.xauslodge.co.za www.visasouthafrica.org www.bloodhoundssc.com www.travelstart.co.za www.hostelworld.com www.whc.unesco.org/en/list http://www.home-affairs.gov.za/index.php/applying-for-sa-visa http://www.southafrica-newyork.net/homeaffairs/forms/bi84.pdf www.arkie.co.za www.experiencenortherncape.com www.store.banknotes.com www.upington.com www.savenues.com/mapsnorthern-cape-regional.htm www.rainbownation.com/travel/mapsindex/asp?loc=17 www.molopo.co.za http://experiencenortherncape.com/visitor/explore-the-northern-cape/routes/kalahari-red-dune-route http://www.southafrica.net/za/en/articles/entry/article-hakskeen-pan-northern-cape

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THE AWESOME RACE 2015

PHASE 1

1.	**Cover page for the Awesome Race 2015** Design a cover page for The Awesome Race 2015. The cover page must include the following: • A slogan for the race • The official logo of the race • A labelled collage illustrating the activities, attractions and icons of the four legs of The Awesome Race 2015	**(4)**
2.	**Profiles of The Awesome Race 2015 contestants** Compile a profile for each of the two Mexican contestants of The Awesome Race 2015. Include the following in table format: • Photograph • Relationship to each other • Age category • Occupation	**(8)**
3.	**The Awesome Race 2015 route map** Use a time zone map from a past examination paper. 3.1 Using a pen with coloured ink, draw lines and arrows to indicate the route and travel direction of each leg of The Awesome Race 2015 on the map. (2) 3.2 On the time zone map, indicate the time zone for each of the attractions to be visited during the race. (4)	**(6)**
4.	**Accommodation** Select ONE eco backpacker accommodation establishment in Cusco in Peru. Select ONE privately owned cultural accommodation establishment located within the Kgalagadi Transfrontier Park in the Northern Cape. State the following for each type of accommodation: • Name (2) • Location (full physical address and ONE contact detail) (4) • TWO services offered by each establishment (4) • Explain ONE reason why the organisers of the race have chosen each type of accommodation as a pit stop for that leg of the race. (4)	**(14)**

5.	5.1 **Attractions** Contestants in The Awesome Race 2015 receive clue envelopes with clues for each leg of the race that will help them find their next destination. 5.1.1 Design the clue envelopes for each leg of the race. (2) 5.1.2 Create FOUR clues that would direct the contestants to the next challenge. Each clue must include the following: • The city/town • The name of the attraction or activity • ONE description of each attraction or activity (4 x 4)	**(18)**
	5.2 **Website article** You are the media reporter for The Awesome Race 2015. Write an article (250–300 words) for The Awesome Race 2015 website explaining why the icon in Cusco received World Heritage Status. Include the following in your article: • The role of UNESCO (2) • Why the icon in Cusco meets UNESCO's criteria. (2) • State FIVE factors with examples that contribute to the success of this icon (10) • Discuss ONE point/fact per pillar on how this icon meets the triple bottom-line approach of responsible and sustainable tourism. (6)	**(20)**
6.	**Visa Application** Use a copy of a South African visa application form, available on the Internet, for one of the Mexican contestants of The Awesome Race 2015. 6.1 Complete the application form for ONE of the contestants. (5) 6.2 Draw up a checklist of all supporting documents required to be submitted with the completed visa form. (Minimum of FIVE documents) (5)	**(10)**

7. Customs requirements

The contestants of The Awesome Race 2015 must be aware of the customs and other entry requirements for entering each of the three countries in the race.

7.1 Use the table below to list the customs and other entry requirements for the three countries. Provide ONE example for each country.

		PERU	BRAZIL	SOUTH AFRICA	
7.1.1	Restricted items				
7.1.2	Prohibited items				
7.1.3	Duty-free allowance				
7.1.4	Health requirements				**(12)**

7.2 Provide a picture of each of the currencies that the organisers will give the contestants to be used in the following countries:

- Mexico
- Peru
- Brazil **(3)**

7.3 **International driving**

Design an information flyer on South Africa's driving regulations that will be given to the contestants of The Awesome Race 2015 driving the 4x4 vehicles. Include FOUR facts on the flyer. **(5)**

TOTAL FOR PHASE 1: 100

THE AWESOME RACE 2015

PHASE 2

The contestants have now landed at OR Tambo International Airport, cleared customs and proceeded to domestic departures for their flight to Upington in the Northern Cape.

The challenges take place in the arid Green Kalahari region:

- In Upington
- Along the Red Dune Route
- In the Kgalagadi Transfrontier Park
- At Hakskeenpan (where they will attend a world event)
- Near Askham

The final pit stop is in Upington.

8. Map work

The contestants are given a map of the Northern Cape (TOUR05) for their last leg of the race.

8.1 Complete the given map.

Compile a legend and use the information contained in the legend to plot the following on the map:

- Compile a legend (4)
- Symbols indicating accommodation establishments used (1)
- Route marker symbols indicating attractions and activities (1)
- Plot the Red Dune Route in red ink (1)
- Insert the cardinal points/compass points (N, S, E, W) (1) **(8)**

8.2 Calculate the distance from Upington to !Xaus Lodge via Askham. **(2)**

9. Challenges: Attractions and Activities

Refer to the glossary at the beginning of the document.
Contestants are expected to complete challenges (activities) successfully in order to receive the clue to the next challenge.

Use the templates (TOUR06) to provide information on the challenges along the Red Dune Route on:

9.1 Detour 1: Dune boarding
Detour 2: Camel ride on the dunes

9.2 Road block: Archery using a traditional San bow and arrow.

Your information on the template for 9.1 and 9.2 should include:

- Location (1 x 3)
- Description of the activity (2 x 3)
- Photograph (1 x 3)
- ONE safety measure (2 x 3)

9.3 Challenge: Gather two ostrich eggs from an ostrich nest.

- Description of the activity (2)
- Photograph (1)
- ONE possible danger associated with this activity (2) **(23)**

10.	**Itinerary** Below is a five-day overview of the race details and activities prepared for the contestants in the Northern Cape.
	Day 6: Johannesburg to Upington Airport Transport: Flight from Johannesburg to Upington 4x4 vehicles at the airport (sponsored) River taxi to Eiland Holiday Resort (Sakkie's Adventures, Upington) Accommodation and meals: Eiland Holiday Resort (Upington) Activities: None
	Day 7: **Upington to !Xaus Lodge (Kgalagadi Transfrontier Park)** Transport: River taxi (Sakkie's Adventures, Upington) 4x4 vehicles (sponsored) Accommodation and meals: !Xaus Lodge in Kgalagadi Transfrontier Park Activities: White river rafting (Sakkie's Adventures, Upington) Detours: Dune boarding or camel rides along Red Dune Route north of Upington
	Day 8: **!Xaus Lodge (Kgalagadi Transfrontier Park)** Transport: 4x4 vehicles (sponsored) Accommodation and meals: !Xaus Lodge in Kgalagadi Transfrontier Park Activities: TWO day-time activities involving the local San community (!Xaus Lodge in Kgalagadi Transfrontier Park) TWO night-time activities (!Xaus Lodge in Kgalagadi Transfrontier Park)
	Day 9: **!Xaus Lodge (Kgalagadi Transfrontier Park) to Hakskeenpan (Mier) to Molopo Lodge (Askham)** Transport: 4x4 vehicles (sponsored) Accommodation and meals: Molopo Kalahari Lodge near Kgalagadi Transfrontier Park Activities: Attend Bloodhound Event near Mier
	Day 10: **Molopo Lodge (Askham) to Donkey monument (Upington) to Upington Airport** Transport: 4x4 vehicles (sponsored) Flight from Upington to Johannesburg Accommodation and meals: None (flight to Johannesburg) Activities: **Challenge:** Find an ostrich nest en route to Askham and collect TWO eggs from the ostrich nest. **Road block:** Archery activity with San people at Askham Final pit stop at Donkey monument in Upington

	Compile a detailed itinerary for each of the five days in a paragraph format. The itinerary must be written in full sentences. Incorporate all the information provided in the five-day overview above. Your itinerary must include the following information: • Flights (arrival and departure times where applicable) • Water and road transport (pick-up points) • Accommodation and meals • Descriptions of activities and/or attractions Marks will be allocated for format and logical itinerary planning.					
	Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**	
	9 marks	8 marks	8 marks	6 marks	7 marks	**(38)**
11.	**Postcard**					
	Design a postcard illustrating the San Cultural Village at !Xaus Lodge in the Kgalagadi Transfrontier Park. Include the following elements on the post card: Front: • Greeting in the San language (2) • THREE pictures/illustrations of San art (3) • South Africa's latest brand logo (2) Reverse: • Format for message and address (2)					**(9)**
12.	**Interview**					
	The Mexican couple emerged as the overall winners of The Awesome Race 2015. The winning couple was very impressed with the arid region of the Green Kalahari. One of the winning contestants was interviewed by the press. In a paragraph of approximately 100 words summarise the contestant's experience of the arid region of the Green Kalahari as a tourist destination. (5 x 2)					**(10)**
13.	**Bibliography**					
	Include a bibliography on the last page of the PAT. (A minimum of TWO resources must be listed.)					**(2)**
14.	**Content page**					
	Design a content page on page 1 of the PAT for QUESTIONS 1–13 with their corresponding page numbers.					**(2)**
15.	**Final presentation**					
	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. (2)					**(6)**
					TOTAL FOR PHASE 2:	**100**
					GRAND TOTAL:	**200**

3.6 Assessment instrument

THE AWESOME RACE 2015

ASSESSMENT TOOL PHASE 1

Name of Learner: ……**Grade:** ……

T = Teacher/M = Moderator

1.	**Cover page** **4 marks**	**T**	**M**
	A cover page has been designed indicating: • A labelled collage depicting an original slogan for the race✓ • The official logo of the race✓ • The four legs of The Awesome Race 2015✓✓ A collage illustrating activities/icons of the four legs of The Awesome Race 2015		

2.	**Profiles of The Awesome Race 2015 contestants** **8 marks**	**T**	**M**
	A profile for each of the two Mexican contestants of The Awesome Race has been compiled in table format and includes: • Photographs ✓ + ✓ • Relationship to each other ✓+✓ • Age category ✓+✓ • Occupation✓ + ✓		

3.	**The Awesome Race 2015 route map** **6 marks**	**T**	**M**
	3.1 The route and direction of travel for each leg of The Awesome Race 2015 was indicated on the map using coloured in, lines and arrows. ✓✓ (2)		
	3.2 The time zone for each of the attractions to be visited during the race was indicated on the time zone map.✓✓✓✓ (4)		

4.	**Accommodation** **14 marks**	**T**	**M**
	The following for each type of accommodation was stated: • Name ✓ + ✓ (2) • Location: full physical address✓+✓ and ONE contact detail✓+✓ (4) • TWO services offered by each establishment✓✓ + ✓✓ (4) • ONE reason has been explained why the organisers of the race have chosen each type of accommodation as a pit stop for this leg of the race. ✓✓+✓✓ (4)		

5.	5.1 **Attractions** **18 marks**	T	M
	5.1.1 The envelopes were designed and linked to The Awesome Race format.✓✓ (2)		
	5.1.2 Clues include the city/town,✓ the name of the activity/attraction✓ and ONE description✓✓for each attraction were created. (4 x4)		
	5.2 **Website article** **20 marks**	T	M
	An article of 250–300 words was written for The Awesome Race website explaining: • The role of UNESCO✓✓ (2) • The correct reason has been given why UNESCO's cultural criteria have been met.✓✓ (2) • FIVE factors of a successful tourist attraction were given with relevant examples from this World Heritage Site. (✓✓✓✓✓ + ✓✓✓✓✓) (5 x 2) • ONE point per pillar was discussed on how this icon meets the triple bottom-line approach of sustainable and responsible tourism. (✓✓ + ✓✓ + ✓✓) (3 x 2)		

6.	**Visa Application** **10 marks**	T	M
	6.1 The application form for one of the contestants was completed correctly. ✓✓✓✓✓ (5)		
	6.2 A checklist of FIVE supporting documents required to be submitted with the completed visa form was included. ✓✓✓✓✓ (5)		

7.	**Customs requirements** **20 marks**					T	M
	7.1 A relevant and correct list of the customs and other entry requirements for the three countries was given and ONE example of each country was provided.						
			Peru	**Brazil**	**South Africa**		
	7.1.1	Restricted items	✓	✓	✓ (3)		
	7.1.2	Prohibited items	✓	✓	✓ (3)		
	7.1.3	Duty-free allowance	✓	✓	✓ (3)		
	7.1.4	Health requirements	✓	✓	✓ (3)		
	7.2	Pictures of each of the currencies used in the following countries were provided: • Mexico ✓ • Peru ✓ • Brazil ✓ (3)					
	7.3	**International driving** An information flyer was designed with FOUR facts on the South African driving regulations.✓✓✓✓ Format of a flyer ✓ (5)					
					TOTAL FOR PHASE 1:		**100**

THE AWESOME RACE 2015

ASSESSMENT TOOL
PHASE 2

Name of Learner: ……..**Grade:** ……

T = Teacher/M = Moderator

8.	**Map work** **10 marks**	T	M
	8.1 The map was completed and the following information was included on the map: • A legend was created ✓✓✓✓ (4) • Symbols were used to indicate accommodation establishments✓ (1) • Route marker symbols were used to indicate attractions and activities✓ (1) • The Red Dune Route was plotted in red ink ✓ (1) • The cardinal points/compass points (N, S, E, W) were inserted.✓ (1)		
	8.2 The distance from Upington to !Xaus Lodge via Askham was calculated correctly. ✓✓ (2)		

9.	**Challenges: Attractions and Activities** **23 marks**	T	M
	9.1 **Detour 1: Dune boarding** • Name given of the place where the activity will take place✓ (1) • ONE description of the activity was given ✓✓ (2) • ONE photograph included ✓ (1) • ONE safety measure was given✓✓ (2)		
	Detour 2: Camel rides • Name given of the place where the activity will take place ✓ (1) • ONE description of the activity was given ✓✓ (2) • ONE photograph included ✓ (1) • ONE safety measure was given ✓✓ (2)		
	9.2 **Road block: Archery using a traditional San bow and arrow.**		
	• Name given of the place where the activity will take place✓ (1) • ONE description of the activity was given ✓✓ (2) • ONE photograph included ✓ (1) • ONE safety measure was given✓✓ (2)		
	9.3 **Challenge: Gathering ostrich eggs**		
	• ONE description of the activity was given ✓✓ (2) • ONE photograph included ✓ (1) • ONE possible danger associated with this activity was given ✓✓ (2)		

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10.	**Itinerary** **38 marks**		**T**	**M**
	A detailed five-day itinerary for the contestants was compiled and the following information was provided:			
	Day 6: Johannesburg to Upington Airport (9)		**T**	**M**
	Transport:	Flight from Johannesburg to Upington ✓ 4x4 vehicles at the airport (sponsored)✓ River taxi to Eiland resort (Sakkie's Adventures, Upington)✓		
	Accommodation and meals:	Eiland Holiday Resort (Upington)✓✓✓		
	Activities:	None✓		
	Format:	Paragraph format was used✓		
	Correct sequencing:	Logical sequence was used✓		

	Day 7: Upington to !Xaus Lodge (Kgalagadi Transfrontier Park) (8)		**T**	**M**
	Transport:	River taxi (Sakkie's Adventures, Upington)✓ 4x4 vehicles (sponsored)		
	Accommodation and meals:	!Xaus Lodge in Kgalagadi Transfrontier Park✓✓		
	Activities:	White River Rafting (Sakkie's Adventures, Upington)✓ **Detours:** Dune boarding along the Red Dune Route north of Upington ✓✓ **OR** Camel rides along the Red Dune Route north of Upington		
	Format:	Paragraph format was used✓		
	Correct sequencing:	Logical sequence was used✓		

	Day 8: !Xaus Lodge (Kgalagadi Transfrontier Park) (8)		**T**	**M**
	Transport:	4x4 vehicles (sponsored) ✓		
	Meals:	!Xaus Lodge in Kgalagadi Transfrontier Park✓		
	Activities:	TWO day-time activities involving the local San community✓✓ (!Xaus Lodge in Kgalagadi Transfrontier Park) TWO night-time activities✓✓ (!Xaus Lodge in Kgalagadi Transfrontier Park)		
	Format:	Paragraph format was used✓		
	Correct sequencing:	Logical sequence was used✓		

	Day 9: !Xaus Lodge (Kgalagadi Transfrontier Park) to Hakskeenpan (Mier) to Molopo Lodge (Askham) (6)		**T**	**M**
	Transport:	4x4 vehicles (sponsored)		
	Accommodation and meals:	Molopo Kalahari Lodge near Kgalagadi Transfrontier Park ✓✓		
	Activities:	Attend Bloodhound event near Mier✓✓		
	Format:	Paragraph format was used✓		
	Correct sequencing:	Logical sequence was used✓		

	Day 10: Molopo Lodge (Askham) to Donkey monument (Upington) to Upington Airport (7)		T	M
	Transport:	4x4 vehicles (sponsored) Flight from Upington to Johannesburg✓		
	Accommodation:	None (flight to Johannesburg)		
	Activities:	Road block: Archery activity with San people at Askham✓✓ Final pit stop at Donkey monument in Upington✓✓		
	Format:	Paragraph format was used✓		
	Correct sequencing:	Logical sequence was used✓		

11.	**Postcard** **9 marks**	T	M
	A postcard illustrating the San Cultural village at !Xaus Lodge in the Kgalagadi Transfrontier Park was designed with the following elements:		
	Front: • Greeting in the San language ✓✓ (2) • THREE pictures/illustrations of San art was included✓✓✓ (3) • South Africa's latest brand logo was used ✓✓ (2) Reverse: • Correct format for message and address✓✓ (2)		

12.	**Interview** **10 marks**	T	M
	The contestant's experience of the arid region of the Green Kalahari as a tourist destination was summarised in a paragraph with FIVE points.✓✓✓✓✓ (5 x 2)		

13.	**Bibliography** **2 marks**	T	M
	A bibliography was included on the last page.✓✓		

14.	**Content page** **2 marks**	T	M
	The content page reflects the correct order of the questions and their corresponding page numbers. ✓✓		

15.	**Final presentation** **6 marks**	T	M
	The PAT was compiled following the order of the questions.✓✓ Correct spelling and grammar was used ✓✓ Overall impression ✓✓		
	TOTAL FOR PHASE 2:		**100**

TOTAL MARKS FOR THE PAT	**T**	**M**
MARKS FOR PHASE 1: 100 MARKS		
MARKS FOR PHASE 2: 100 MARKS		
GRAND TOTAL: 200 MARKS		

SIGNATURE OF TEACHER	SIGNATURE OF MODERATOR
DATE:	DATE:

4. LIST OF RESOURCES

4.1 PAT mark sheet (TOUR01)
4.2 National moderation instrument (TOUR02)
4.3 Learner Declaration of Authenticity (TOUR03)
4.4 Teacher Declaration of Authenticity (TOUR04)
4.5 Maps of the Northern Cape (TOUR05)
4.6 Templates (TOUR06)

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4.1 PAT mark sheet (TOUR01)

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PAT MARK SHEET
(TOUR01)

School:	
Teacher:	

NO	NAME OF LEARNER Example: Tambo, Johannes, CP (Not per class – list ALL learners alphabetically)	Last 3 digits of exam number	PHASE 1	PHASE 2	TOTAL		Moderated mark
			100	100	200	100	100
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

TEACHER:_____ **DATE:**_____

4.2 National moderation instrument (TOUR02)

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL PAT MODERATION INSTRUMENT FOR TOURISM (TOUR02)

PROVINCE	
DISTRICT	
CENTRE NAME	
TEACHER	
MODERATOR	
MODERATION DATE & LEVEL	

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

T = Teacher and M = Moderator

MONITORING SECTION		YES	NO	COMMENT
1.	**TEACHER**			
	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.			
2.	**LEARNER PAT EVIDENCE**			
	Declaration form signed.			
	Phases 1 and 2 have been assessed with the appropriate assessment tool.			
	All marks are correctly added, recorded, transferred and converted.			
3.	**MODERATION PROCESS**			
	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.			

4.	**QUALITY AND STANDARD OF PAT**		
	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:		
Exemplary	**Acceptable**	**Partially Acceptable**	**Unacceptable**

RESULTS OF FINDINGS:			
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 %)	

COMMENTS	
Signature: Teacher:	**Provincial Moderator :**
Subject Advisor:	**Date:**

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

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

4.4 Teacher's declaration of authenticity (TOUR04)

education
Department:
Education
REPUBLIC OF SOUTH AFRICA

TEACHER'S DECLARATION OF AUTHENTICITY
(TOUR04)

NAME OF SCHOOL:	
NAME OF TEACHER:	

I hereby declare that:

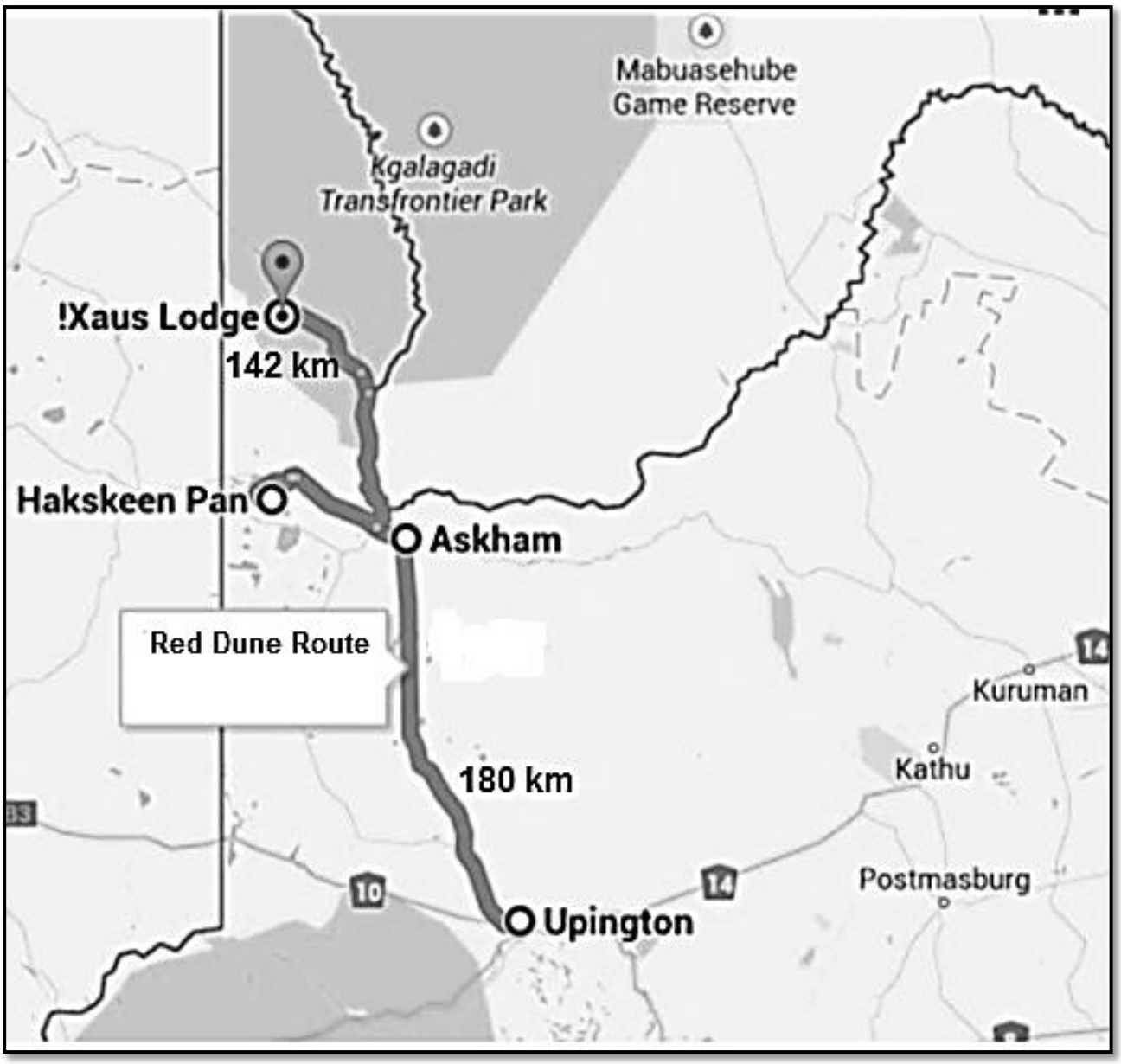
- I have done everything in my power to ensure that learners comply with the instructions set out in the PAT document.
- I made sufficient research information available to learners.
- I supported and guided learners throughout the PAT process.
- All items contained in this portfolio have been marked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

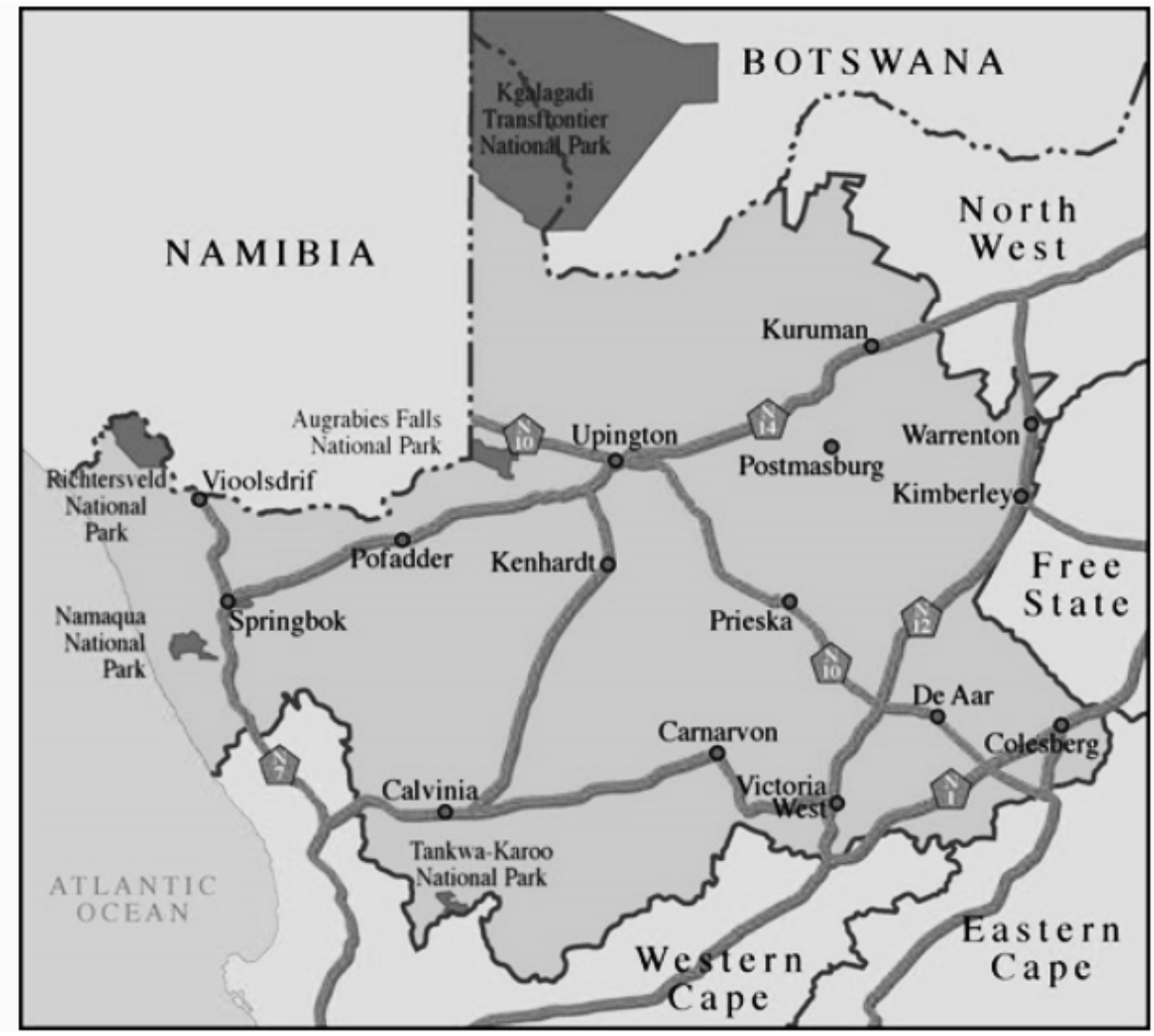
SIGNATURE: TEACHER	DATE:

To my knowledge, the above statement by the teacher is true.	
SIGNATURE: PRINCIPAL	DATE:

SCHOOL STAMP

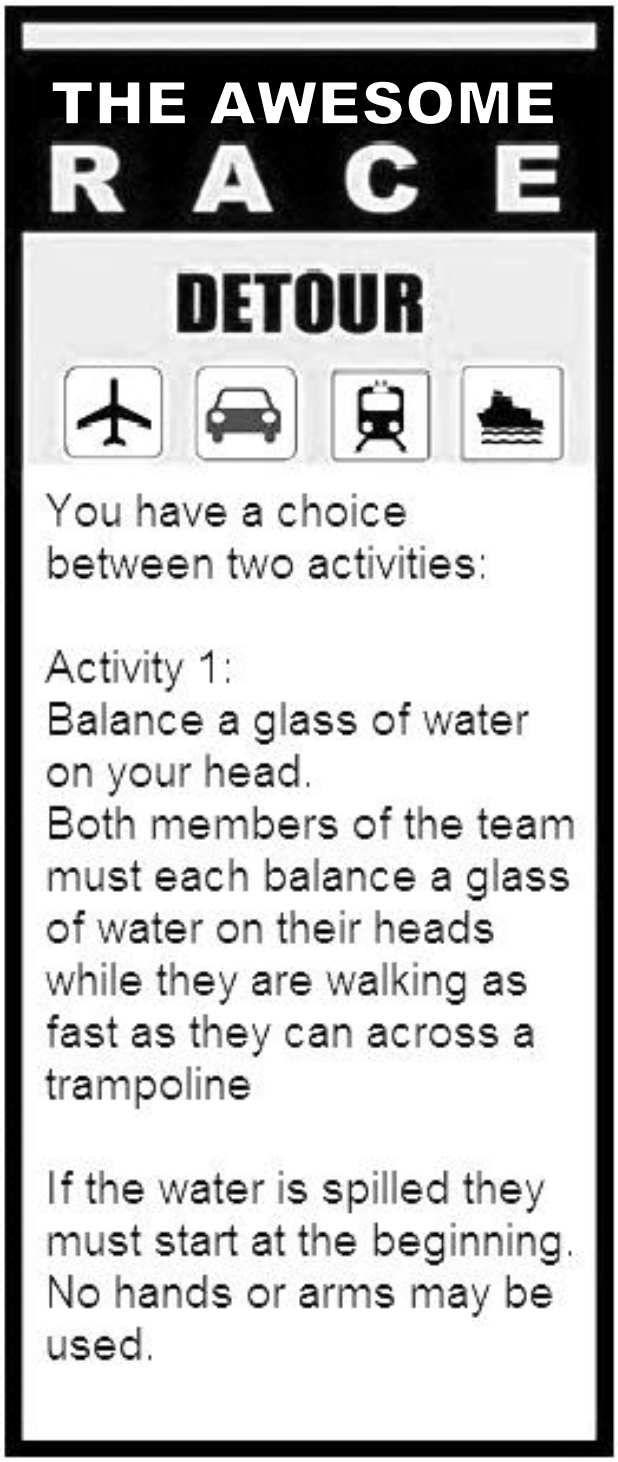
4.5 **Map of the Northern Cape (TOUR05)**

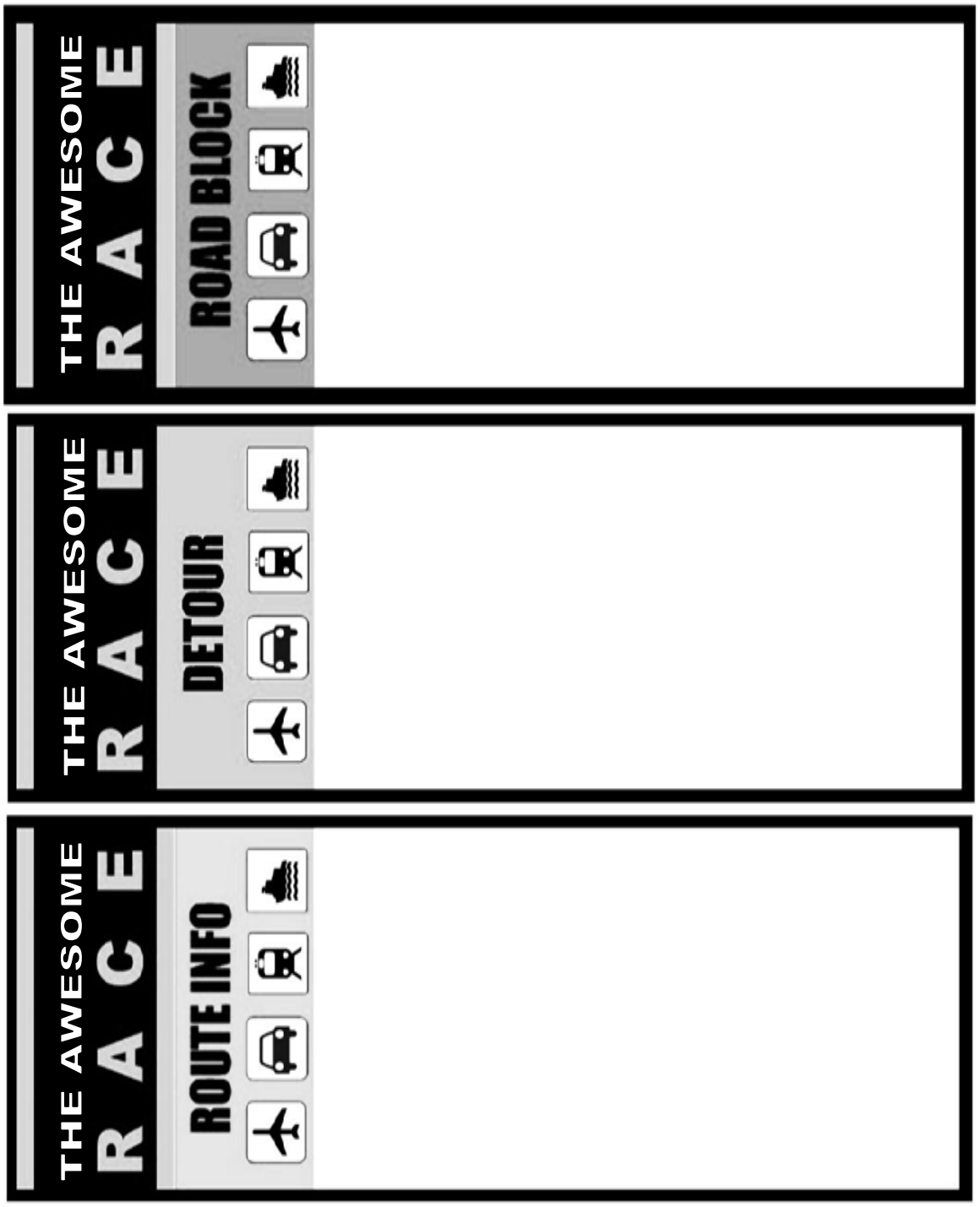



BOTSWANA
Kgalagadi Transfrontier National Park
NAMIBIA
North West
Kuruman
Augrabies Falls National Park
Upington
Warrenton
Postmasburg
Kimberley
Richtersveld National Park
Vioolsdrif
Pofadder
Kenhardt
Free State
Namaqua National Park
Springbok
Prieska
De Aar
Carnarvon
Colesberg
Calvinia
Victoria West
Tankwa-Karoo National Park
ATLANTIC OCEAN
Western Cape
Eastern Cape

4.6 Templates of the Awesome Race Game Cards (TOUR06)

Example of a completed detour race card:





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.

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