



## **2014 TOURISM**

### **GUIDELINES FOR**

### **PRACTICAL ASSESSMENT TASK**

### **Grade 10**

### **DOMESTIC TOURISM**

**These guidelines consist of 14 pages.**

# INFORMATION FOR TEACHERS

## 1. INTRODUCTION

The Practical Assessment Task for Tourism should allow the learner to demonstrate an understanding of the tourism industry as a dynamic economic sector. It should enhance the knowledge, values and skills about travel practice that learners acquired in grades 10.

## 2. MARK ALLOCATION

The marks for the PAT are allocated as follows:

Phase 1 = 75

Phase 2 = 75

Total =  $150 \div 1.5 = 100$

## 3. TEACHER RESPONSIBILITIES

- The Practical Assessment Task in Tourism has two phases. Phase one must be completed during term 2 and phase two during term 3.
- The PAT is a compulsory component of the final examination for Tourism.
- The PAT should be done in class under controlled conditions and only certain sections such as research can be completed as homework.
- Under no circumstances should the PAT be given to learners to complete on their own at home.
- Regular lesson time 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 or a teacher may block a week per term to complete the PAT under controlled conditions.
- Teachers may not develop templates for any other sections of the task.
- Study the activity and memorandum to determine the requirements
- During every PAT period:
  - Ensure sufficient resources are available
  - Explain the activity or task
  - Ensure learners complete the activity
- Collect at the end of the period for assessment and safekeeping
- Before starting the PAT offer a lesson on how to complete a bibliography and practise a few examples. Every time a copy of a source is given to the learners, let them make the bibliography entry on the back to assist them later. Use the example provided to teach compilation of a bibliography.
- 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 for both internal and external verification and monitoring purposes.
- Templates INCLUDED can be used to standardise the tasks.

## 4. LEARNER RESPONSIBILITIES:

- Study the complete PAT to get a general understanding of the task
- Work thoroughly and concisely throughout.
- Complete each activity in class and submit for assessment
- Read each instruction to ensure that you answer each question carefully.
- Answer all the questions.

- Plan your answers thoroughly.
- Be aware of your use of language, spelling and grammar.
- You may not copy and paste any articles from the internet or magazines.
- Compile a bibliography (acknowledge your sources).
- Every time a copy of a source is used by you, make the bibliography entry on a spare page to assist you later. Keep your copy safe.
- Your PAT must be presented in the form of a book or a file.
- Your PAT must be presentable and attractive.

### **SUGGESTED SOURCES:**

1. Textbook
2. Internet
3. Magazines
4. Newspapers
5. Travel guides
6. Relevant tourism pamphlets

## DOMESTIC TOURISM - A Cape Town experience

1. Read the scenario below carefully and highlight information before answering the questions.
2. This section must be presented in a hard cover book or a file. (leave a page open to use as contents page)

*Ms. Naidoo, a tourism teacher from Randburg in Gauteng, has decided to bring her class to Cape Town for a seven day "Tourism Tour" of the city and its surrounds. You have been asked to assist her in the planning of her learners' tour to the Western Cape.*

*They plan to visit the Mother City during the winter holidays (June/July 2014), departing from Johannesburg's OR Tambo International Airport the day the Gauteng schools close.*

*Ms Naidoo teaches at a private school in Randburg, called Randburg Private High School. The school's fees are very expensive and therefore most of her learners come from families with a high income. Nonetheless, they are a school group and she has decided that although they will visit as many attractions as possible, she wants their trip to be a budget one, without unnecessary excessive spending. The school has also contributed 50% of the budget for each learner from their school fees.*

*The school is small, and the tourism class only consists of 23 learners who will be accompanied by Ms. Naidoo, her husband, Mr Naidoo, another teacher, Ms Jameson and her husband.*

*Each educator and her husband will have two (2) free days each during their stay, whilst the other educator and her husband supervise the learners. They hope to spend this time visiting attractions on their own without the children to worry about. They have budgeted an additional R5000 per person for these two days. Ms Naidoo and Ms Jameson are especially interested in a romantic day with their husbands at a spa with an upmarket dinner at one of Cape Town's finest restaurants.*

*Ms Naidoo wants her learners to experience the best of all aspects which Cape Town and its surrounding towns/regions have to offer. They want their learners to visit places where a variety of interests will be addressed. Below are some of the types of things they would like to do:*

- *Cultural sites and interactions with local people (e.g. Township tours)*
- *Historic sites (e.g. The Castle of Good Hope)*
- *Heritage sites with beautiful appeal (e.g. Table Mountain)*
- *Sites unique to the Western Cape (e.g. a wine farm in Stellenbosch)*
- *Sites/attractions/events with adventure appeal (e.g. kite surfing in Blaauwbergstrand)*
- *A visit into nature (e.g. a hike in the Stellenbosch mountains)*
- *A day at one of Cape Town's beaches, weather permitting (e.g. Camps Bay Beach)*
- *Cultural events/shows (e.g. a theatre production at the Artscape Opera House)*

- One or two restaurants situated in beautiful surrounds for lunch or dinner (e.g. Moyo @ Spier)
- A museum (e.g. The Holocaust Museum in Cape Town)
- A sporting event (e.g. Ajax Cape Town vs another team – Cape Town Stadium)

The budget for each adult is R10 000 for the entire trip whilst the budget per **learner** for the entire trip is about R5 000. This includes the following:

- Return flights from Johannesburg
- Accommodation for 6 nights
- Four (4) outings within the City of Cape Town limits
- Two (2) outings to areas outside the city (e.g.: Stellenbosch or Hermanus)
- Transport in and around Cape Town
- All meals, as well as
- two restaurant meals for either lunch or dinner
- two days of activities for the educator's without the learners

Take note: Ms Jameson is a vegetarian and one of the learners is Muslim and another Jewish, so they have specific dietary requirements.

	<b>CRITERIA &amp; TIME</b>	<b>INSTRUCTIONS</b>	<b>TOTAL</b>
1	<b>Tourist profiles</b> (35 minutes)	1.1. Create a tourist profile for any one of the learners with a special need AND any one of the adults. Include all relevant information for the tourists as well as a picture/photograph to represent each.	2 x 10
2	<b>General Information (Johannesburg)</b> (15 minutes)	2.1. The group must be transported from the school to ORTIA at the same time. Write a comparative paragraph on TWO suitable modes of transport that can be used to transport to assist them in making the best choice in terms of : <ul style="list-style-type: none"> <li>o Suitable modes available in the Randburg / Johannesburg area</li> <li>o The possible duration of the trip from the school to airport considering the speed and time factor</li> <li>o The reliability of the transport</li> <li>o Cost</li> </ul>	10
3	<b>Transport to Cape Town</b> (30 minutes)	3.1. Present the following information in tabular format: <ul style="list-style-type: none"> <li>o Source information and express your views / opinions regarding air travel to Cape Town on each of the following aspects:  <ul style="list-style-type: none"> <li>- comfort</li> <li>- cost</li> <li>- efficiency</li> </ul> </li> <li>o TWO other advantages of air travel to Cape Town.</li> <li>o TWO other disadvantages of air travel to Cape Town.</li> </ul>	2 2 2 2 2
4	<b>General information (Cape Town, Western Cape)</b> (60 minutes)	4.1. You are the information officer at Cape Town Tourism. Write a letter to Ms Naidoo and her learners mentioning Cape Town examples of the FIVE attraction sub-sectors and explaining why you think Cape Town is a great destination for them to visit. Your letter must be in the correct format with your address, the date, a made up address for Randburg Private High School, and must contain an introduction, body and conclusion. Check your spelling and grammar.	10
5	<b>Transport within Cape Town</b> (30 minutes)	5.1. Name any three forms of transport that the tour group could use within the City of Cape Town. 5.2. The school can hire a bus from a luxury bus company for day trips within the city and surrounding towns. Provide THREE advantages of this kind of transport for the group. 5.3. Find information on one extraordinary mode of transport that the learners will be able to experience while in Cape Town. <ul style="list-style-type: none"> <li>o Name the extraordinary mode of transport. Explain why it can be regarded as an extraordinary mode of transport.</li> <li>o Give the location of its starting point for tourists</li> <li>o Explain how this mode of transport can form part of the tour.</li> </ul>	3 3x2 2 2 2
6	<b>Map work</b> (60 minutes)	6.1. Use a blank map of Cape Town; create a tourist map for the tourists. On this map you must indicate/label the following: <ul style="list-style-type: none"> <li>o Cape Town International Airport</li> <li>o The accommodation you have found for your tour group.</li> <li>o The accommodation you have found for your educators.</li> <li>o The Victoria and Alfred Waterfront</li> <li>o *Two locations/attractions on the map where you would like your tour group to visit. (*Use the information selected in 4, remember to insert a key and use cardinal points and symbols on your map)</li> </ul>	1 1 1 1 2 4
<b>TOTAL FOR PHASE 1:</b>			<b>75</b>

## PHASE 2 (to be completed in term 3)

### NOTE

1. Re-read the case study in Phase 1 before answering the questions in Phase 2.
2. Answer all the questions.
3. Plan your answers thoroughly
4. This phase must be presented in the same hard cover book or a file as PAT 1.

CRITERIA & TIME	INSTRUCTIONS	TOTAL
1 (45 minutes)	<p>Study the map of the V&amp;A Waterfront provided and answer the questions below :</p> <p>1. Write a paragraph wherein you use information from this map to encourage tourists to visit the Waterfront. Provide written directions (instructions) for the tour group to walk from the amphitheatre to the Nelson Mandela Gateway.</p>	5
2 (45 minutes)	<p>2.1. Provide FOUR suggestions how we can go about increasing domestic tourism in the Western Cape and Cape Town, in particular.</p> <p>2.2. Create a pamphlet/leaflet for the Sho't Left campaign promoting <b>ONE</b> of the following tourist attractions for Ms. Estherhuizen's tourism class and other domestic tourists:</p> <p>i) The township of Gugulethu            ii) The Canal Walk shopping mall in Goodwood            iii) The Stellenbosch Wine Route</p> <p><i>Pamphlet should contain the following information:</i></p> <ul style="list-style-type: none"> <li>- The name of the attraction</li> <li>- Where it is located</li> <li>- What people can do at the attractions</li> <li>- Indicate it is the Sho't Left campaign</li> <li>- Colour and attractiveness</li> </ul>	4
3 (30 minutes)	<p>3.1. The Randburg Private High School students come from Gauteng. Describe FOUR differences between tourism in Gauteng and tourism in the Western Cape. Include the following in your description</p> <ul style="list-style-type: none"> <li>o Differences can include types of attractions;</li> <li>o and how their location and history influence tourism to the two provinces and;</li> <li>o what the provinces are known for.</li> </ul> <p>3.2. Mention which province, Gauteng or the Western Cape, receives more domestic tourists every year.</p> <p>3.3. Give THREE possible reasons for this number of visits.</p>	6
4 (45 minutes)	<p>4.1. Provide the names of any THREE Western Cape towns which lie within 100km of Cape Town.</p> <p>4.2. Choose any ONE of these three towns and answer the questions which follow with reference to your chosen town. Calculate the distance, from the V&amp;A Waterfront to the town you have chosen.</p> <p>4.3. Provide TWO reasons why this town can be of interest to the group.</p> <p>4.4. Describe THREE attractions that the school group can visit in this town.</p> <p>4.5. Suggest an affordable place where the group could have lunch. Explain the reason for your choice.</p>	3 2 2 x 2 3 x 2 2 x 2

5	<b>South African National Parks</b> (20 minutes)	5.1. Besides Table Mountain National Park, identify TWO other National Parks in the Western Cape. 5.2. Choose any ONE of these two parks briefly describe the fauna or flora for which the park provides protection.	2 3
6	<b>Sustainable and responsible tourism</b> (30 minutes)	6.1. Discuss THREE possible environmental impacts which the Randburg school group could have on some of the attractions they are visiting. 6.2. Provide FIVE (5) rules for the learners which will aid them in being responsible tourists whilst enjoying the natural environment which Cape Town and the Western Cape provides.	6 5
7	<b>Bibliography</b> (15 minutes)	7.1. Use your rough copy to complete a final bibliography. THREE types of sources to be recognised: books, magazine or newspaper articles and internet or web pages. Use the Harvard method and arrange alphabetically.	3 2
8	<b>Language and grammar</b>	8.1. Read through your PAT to check your grammar, correct use of language and spelling.	5
9	<b>Final compilation and presentation</b>	9.1. Develop a contents page (phase 1 and 2) with page references, Design a cover page with your details. Bind / Staple your complete PAT (Phase 1 and 2) in the order of the instructions and submit for final evaluation.	5
<b>TOTAL FOR PHASE 1:</b>			<b>75</b>



## ADDITIONAL INFORMATION REGARDING BIBLIOGRAPHIES

When one do proper academic research and uses information and ideas from other people one should always acknowledge the fact by making use of referencing. We are going to encourage you to use the *Harvard Referencing System* as this is used in most academic fields and at most tertiary institutions. At university you are normally required to reference within your text, however we are only going to request that you reference correctly in a bibliography. Below is an example of how to reference each type of source.

### BOOKS:

*Book with one author*

Adair, J. (1988) *Effective time management: How to save time and spend it wisely*, London: Pan Books.

*Book with many authors*

Wilson, S. (*Et al*). (2005) *The History of Tourism to Cape Town*, Cape Town: Penguin Books.

*Book with an editor*

Danaher, P. (ed.) (1998) *Beyond the ferris wheel*, Rockhampton: CQU Press.

### MAGAZINE OR NEWSPAPER ARTICLE

Cumming, F. (1999) 'Tax-free savings push', *Sunday Mail*, 4 April, p. 1.

Nkomana, X. (2008) 'Hiking the Drakensberg', *Getaway Magazine*, 16 August, p.45.

OR, IF THE AUTHOR IS UNKNOWN

'Tax-free savings push', *Sunday Mail* (4 April 1999), p. 3.

### INTERNET AND WEB PAGES

*Article or story with an author and date*

Young, C. (2001) *English Heritage position statement on the Valletta Convention*, [Online], Available: <http://www.archaeol.freeuk.com/EHPositionStatement.htm> [24 Aug 2001].

*Article or information without an author or date*

*The fabulous fusion of Cape Malay Cuisine: Cape Malay Culinary Chic*, <http://www.southafrica.net/za/en/articles/entry/article-southafrica.net-cape-malay-culinary-chic> [25 Feb 2013].

The date above [25 Feb 2013] is the date you accessed/downloaded the information.

**NB: REMEMBER TO LIST YOUR SOURCES IN ALPHABETIC ORDER IN YOUR BIBLIOGRAPHY.**

**2014 GRADE 10 PHASE 1 ASSESSMENT TOOL**

Learner name		Class:									
		<b>TOTAL</b>									
1.	<p><b>Tourism profiles</b></p> <p>1.1. Award one mark per field identified and completed; Use the information below as a guide: Name &amp; surname; contact details; home address; interests; dietary requirements; budget; identity number (accept other correct fields) <i>If profiles do not match instructions award zero marks</i></p>	2 x 10									
2.	<p><b>General Information (Rand burg/Johannesburg)</b></p> <p>2.1 Comparison in paragraph format:</p> <ul style="list-style-type: none"> <li>• Only road and rail modes available</li> <li>• Road examples include: Private Bus/ coach/ school bus/ several minibus taxis. Rail examples: Gautrain</li> <li>• <b>Duration:</b> 53 kms from Randburg High to ORTIA approximate time per bus considering traffic is 1 hour 15 minutes – 1 hour 45minutes. 28-seater Coach travels between 100 km/h on the high ways and 60 km/h in residential and urban roads.</li> <li>• Gautrain: nearest bus stop- Bright water commons to Sandton Bus station. Gautrain from Sandton to ORTIA (approximate duration (including bus trip) 45 min - 1 hour. Gautrain travel at 160 km/h maximum speed. Gautrain bus service is required from Randburg to Sandton station, and needs time. <b>Reliability:</b> Departure according to scheduled times. There is a Train every 12 minutes during peak periods. There is a Train every 20 minutes during off peak periods. There is a Train every 30 minutes at weekends and public holidays Gautrain is very punctual, unless cable theft disrupts the service.</li> <li>• Private Bus/ coach/ school bus/ departure time is flexible can be arranged as required. Usually punctual if no traffic delays, but breakdowns may occur.</li> <li>• <b>Cost</b> – Private bus hire can be according to distance and not according to the number of persons</li> <li>• Gautrain: R115 plus bus trip R8 = R123 single trip per person</li> </ul>	<p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>									
	<b>Total for section:</b>	<b>10</b>									
3.	<p><b>3.1 Transport to Cape Town</b></p> <table border="1"> <thead> <tr> <th>Aspect</th> <th>TWO points</th> </tr> </thead> <tbody> <tr> <td>Comfort</td> <td>- Spacious (can walk during flight) - On-board facilities like toilet and packaged meals - Serviced by flight attendants - Difficult to get to the path (aisle) if you are not seated next to the path (an aisle seat)</td> </tr> <tr> <td>Cost</td> <td>- Usually more expensive than other modes of transport - Low-cost airlines have cheaper flights</td> </tr> <tr> <td>Safety</td> <td>- Safest mode statistically - Must wear safety belt during certain times of the flight - Cell phones and other electronic equipment must be switched off during take-off and landing</td> </tr> </tbody> </table> <p>3.2 Advantages</p> <ul style="list-style-type: none"> <li>• Very fast</li> <li>• Group can sit together if pre-booked or early seat selection or early check-in</li> <li>• Other options in table above if not duplication</li> <li>• Any relevant correct answer may be accepted</li> </ul> <p>3.3 Disadvantages</p> <ul style="list-style-type: none"> <li>• Need to follow schedule unless chartered.</li> </ul>	Aspect	TWO points	Comfort	- Spacious (can walk during flight) - On-board facilities like toilet and packaged meals - Serviced by flight attendants - Difficult to get to the path (aisle) if you are not seated next to the path (an aisle seat)	Cost	- Usually more expensive than other modes of transport - Low-cost airlines have cheaper flights	Safety	- Safest mode statistically - Must wear safety belt during certain times of the flight - Cell phones and other electronic equipment must be switched off during take-off and landing	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	
Aspect	TWO points										
Comfort	- Spacious (can walk during flight) - On-board facilities like toilet and packaged meals - Serviced by flight attendants - Difficult to get to the path (aisle) if you are not seated next to the path (an aisle seat)										
Cost	- Usually more expensive than other modes of transport - Low-cost airlines have cheaper flights										
Safety	- Safest mode statistically - Must wear safety belt during certain times of the flight - Cell phones and other electronic equipment must be switched off during take-off and landing										

	<ul style="list-style-type: none"> <li>• Might be delayed depending on weather</li> <li>• Lack of privacy unless chartered</li> <li>• Airport distance from actual destination and need further transport</li> <li>• Non-scenic</li> <li>• Prone to terrorist attacks</li> <li>• Highest death by accident rate</li> <li>• Restricted baggage allowance</li> <li>• Jet lag if crossed many time zones during flight</li> <li>• Other options in table above if not duplication</li> <li>• Any relevant correct answer may be accepted</li> </ul>			
	<b>Total for section:</b>	<b>10</b>		
4.	<b>General information (Cape Town, Western Cape)</b>			
	4.1. Cape Town examples of the FIVE attraction subsectors: <ul style="list-style-type: none"> <li>• gaming and lotteries</li> <li>• leisure</li> <li>• conservation</li> <li>• sport and recreation</li> <li>• events and conferences</li> </ul>	5		
	Correct format; address, date <ul style="list-style-type: none"> <li>• Introduction, body and conclusion</li> <li>• Spelling &amp; Grammar</li> </ul>	1 2 2		
	<b>Total for section:</b>	<b>10</b>		
5.	<b>Transport within Cape Town</b>			
	5.1. MyCiti bus, Golden Arrow Bus, private vehicle, Metrorail trains, mini-bus taxis, metred taxis.	3		
	5.2 Three advantages of hiring a luxury bus for the group e.g. they can travel as a group without sharing public transport, it is more flexible because it is non-scheduled, it takes them directly to their various destinations, group can be rowdy without disturbing other passengers etc. Any relevant correct answer may be accepted	3x2		
	5.3 Learners select only ONE: <i>(not in tabular format)</i>			
	Name	Cable Car	Sightseeing Red Bus	2
	Starting point	Tafelberg rd, off Kloof Neck rd to the Lower Station	18 stops hop-on-hop-off, tour office at V&A Waterfront	2
	Explain	Can include a cable ride to the top of Table mountain	hop-on-hop-off tour to see the city and some attractions	2
	<b>Map work</b>			
	Learner's have indicated marked/noted the following correctly:			
	• Cape Town International Airport			1
	• The accommodation they had found for the tour group.			1
	• The accommodation they had found for the educators.			1
	• The Victoria and Alfred Waterfront			1
	• Two correct locations/attractions on the map where they would like the tour group to visit.			2
	○ Key inserted and correct ,			2
	○ with relevant symbols			1
	○ and cardinal points			1
	<b>TOTAL FOR SECTION:</b>			<b>10</b>
	<b>TOTAL FOR PHASE 1:</b>			<b>75</b>

## PHASE 2 ASSESSMENT TOOL

Learner name		Class:	
			TOTAL
1.	<b>Map work</b>		
	1. Learner's own interpretation, but must promote the V& A Water Front, and list 3 - 4 of the attractions and activities available at the waterfront. Directions: From the Amphitheatre head towards the city (south) along East Pier Rd, then turn left at the Union Castle house. You'll reach a square on your right, carry on straight and wind between the buildings towards Pier head. Cross over the swing bridge and the head for the clock tower where you turn left and the Nelson Mandela Gateway will be in front of you.	3	
			2
<b>Total for section:</b>			<b>5</b>
2.	<b>Promoting domestic tourism in South Africa: Western Cape</b>		
	2.1 - Encouraging tourism to all parts of SA		
	- Marketing tourism to the population		
	- Promoting short breaks and group travel		
	- Improved and more appealing advertising		
	- Encouraging tourists to stay longer at a destination		4
	- Developing a holiday travel culture		
	- Providing more tourist-attracting activities at destinations		
- Encouraging people to travel throughout the year by offering discounts and out of season specials			
- Publicising little known attractions			
2.2. Pamphlet should contain the following information:		1	
- <i>The name of the attraction ( must be one of the selected attractions, if another attraction is chosen the learners should not be awarded any marks)</i>		1	
- <i>Where it is located</i>		2	
- <i>What people can do at the attractions</i>		1	
- <i>Indicate it is the Sho't Left campaign</i>		1	
- <i>Colour and attractiveness</i>			
<b>Total for section:</b>			<b>10</b>
3.	<b>Tourist attractions in the provinces (Western Cape)</b>		
	3.1. Use the following as a guide. Learner's own interpretations, may include the following:		
	- Western Cape is at the coast whilst Gauteng is inland,		3
	- Many attractions in Western Cape which involve mountains and the sea		
	- Historically, Western Cape is much older, thus more historic attractions		
	- Accept any other valid points		
	Gauteng		3
	- Attractions in Gauteng focus on city attractions like shopping, nightlife and adventure		
- Known as the shopping capital of South Africa			
- Gauteng is also famous for mining			
- <i>Accept any other valid points</i>			
3.2. Gauteng on average receives more domestic tourists ( day trips and overnight trips) <a href="http://www.statssa.gov.za/publications/P03521/P035212012.pdf">http://www.statssa.gov.za/publications/P03521/P035212012.pdf</a>		1	
3.3. Visiting friends and family/relatives (VFR) was the main reason for taking day and overnight trips.		3	
- Shopping for personal use on day trips,			
- As well as leisure/holidays			
- The location of Gauteng in relation to most provinces			
- Gauteng seen as the gateway to other provinces			
- Any other relevant reason may be accepted			
<b>Total for section:</b>			<b>10</b>

	<b>Tourist attractions in Western Cape</b>		
	4.1 Hermanus, Caledon, Grabouw, Stellenbosch, Paarl, Wellington, Worcester, Ceres, Wolesly, Piketberg, Malmesbury, Moreesburg, Langebaan ( <i>Any other valid towns</i> )	3	
	4.2. Compile a more detailed memo. Learner's own options – check online for distance or on distance table.	2	
4.	4.3 Learners to provide possible reasons by considering the interests listed in the case study.	2 x 2	
	4.4 Attractions suited to the case study listed and described (at least 3 described)	3 x 2	
	4.5 Appropriate place identified based on the dietary requirements and budget of the group. Reason must be linked to budget or diet or both.	2	
	<b>Total for section:</b>	<b>20</b>	
	<b>South African National Parks in the Western Cape.</b>		
	5.1. Bontebok National Park (Caledon); West Coast National Park (Langebaan)	2	
	<b>5.2 Bontebok National Park – Caledon</b>		
5.	- Endangered fynbos, bontebok, Cape Mountain Zebra, hartebeest, springbok, grey rhebok, grey duiker, steenbok and 190 species of bird	3	
	<b>West Coast National Park - Langebaan</b>		
	- Thousands of birds, nesting sites of Cape gannet, African oyster catcher and flamingos, wetlands for birds.		
	<b>Total for section:</b>	<b>5</b>	
	<b>Sustainable and responsible tourism</b>		
	6.1. Consider all logical answers from learners. The learners should be able to explain three different environmental impacts (positive or negative) on the identified attractions. Use the following as a guide. Can contribute to:	6	
6.	- air pollution based on transport used - Noise pollution from their flights or train journey - waste such as litter - Pressure on resources – overuse of water or electricity - Congestion – increased traffic from tourists - Vandalism – they could vandalise attractions - Accept other correct answers		
	6.2. Consider all logical answers from learners. Learner's own list of rules, could include the following:	5	
	- Don't litter - Don't waste resources - Don't vandalise - Protect the environment - Don't pick flowers and other fauna - Any other valid points the learner can make - Accept other correct answers		
	<b>Total for section:</b>	<b>6</b>	
	<b>Bibliography</b>		
7.	7.1. THREE types of sources were recognised: books, magazine or newspaper articles and internet or web pages. The Harvard method was used and it was arranged alphabetically.	3	
		2	
	<b>Total for section:</b>	<b>5</b>	

8	<b>Language and grammar</b>	0	1 - 3	4 - 5		
		Innumerable spelling and grammatical errors. Poor use of language and tourism terminology.	Very few spelling and grammatical errors. Reasonable use of language and correct tourism terminology.	No spelling and / or grammatical errors. Good to excellent use of language and correct tourism terminology.		
<b>Total for section:</b>					<b>5</b>	
9	Developed a complete contents page (phase 1 and 2) with page references, Suitable cover page with learner details. PAT neatly presented, bounded / stapled together (Phase 1 and 2) in the order of the instructions				2 1 2	
<b>Total for section:</b>					<b>5</b>	
<b>TOTAL FOR PHASE 2:</b>					<b>75</b>	

<b>TOTAL MARKS FOR THE PAT</b>		<b>T</b>	<b>M</b>
<b>MARKS FOR PHASE 1</b>	<b>75 MARKS</b>		
<b>MARKS FOR PHASE 2</b>	<b>75 MARKS</b>		
<b>GRAND TOTAL:</b>	<b>150 /1.5 = 100 MARKS</b>		

SIGNATURE OF TEACHER
DATE:

SIGNATURE OF MODERATOR
DATE: