



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2016

These guidelines consist of 40 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 2016. Under no circumstances may the PAT be substituted by any alternative practical examination task.

- The practical assessment task for Tourism consists of TWO phases. Marking of Phase 1 must be completed by mid-June 2016 and Phase 2 by the end of August 2016.
- 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 2016 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 6 to 28 of the PAT document and the templates TOUR03 and TOUR05 to TOUR10).
- 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, 6.2, 7, 8, 9.3, 10, 11, 12 and 13 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 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/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.



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TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASK

2016

INSTRUCTIONS TO LEARNERS

Name of learner: **Grade 12**

Name of school:

Name of teacher:

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 2016 Tourism PAT.

SECTION OF THE PAT	COMPLETION
PHASE 1	Last week in May 2016
PHASE 2	Last week in July 2016

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 will be provided by the teacher.

**basic education**Department:
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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)

THE AWESOME RACE 2016 – SEASON 2



[Source: www.theamazingrace.com]

The Awesome Race 2016 – Season 2 is a reality television game show in which teams of two people each race around the world competing against one another. 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, 4x4s, trains, buses, boats and on 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 of the team. These challenges are related to the culture, attractions and events of the country in which they find themselves. Teams are progressively eliminated until only three teams are 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 programme on TV where people are filmed while they are competing in a game show
Contestants	People who take part in a competition, in this case, a race
Leg of the race	Different sections of the race. May refer to the route travelled between two countries or within one country.
Route marker	Coloured flag that marks 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 box	A box that contains the clue envelopes
Clue envelope containing the clue	An envelope that contains the next clue. The envelopes are branded in <i>The Awesome Race</i> colours of yellow and black.

Clues	The clues are printed/written out and contain the following information: <ul style="list-style-type: none"> • Tasks that teams must complete • Directions to where teams must go • Specific information that guides teams along the race
Function of the clues	Give the contestants information about the challenges, activities and clues to the next leg of the race
Challenges	Demanding activities performed by the teams as part of the race found on the clue sheet. Challenges may 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 one will require thinking.
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
Marina	A small harbour for luxury yachts and boats

SCENARIO

THE AWESOME RACE 2016 – SEASON 2

The race consists of FOUR legs:

- Leg 1: USA
- Leg 2: Germany
- Leg 3: France
- Leg 4: South Africa

Contestants gather at Times Square in New York, USA, where they receive their first clue which will take them to the international icon representing global freedom. At this pit stop, a World Heritage Site, they will receive the clue to the second leg of the race.

They will take a transatlantic flight from JF Kennedy International Airport to Tegel International Airport in Berlin. They will collect their next clue at the McDonald's fast-food outlet at the airport. This clue will take them to the International Tourism Trade Show in Berlin (ITB Berlin). Teams have to find a postbox at the South African stand at the trade show for the final clue for leg 2 of the race. This clue will take them to the life-sized cuckoo-clock house in the Black Forest. Teams will find the clue to leg 3 of the race in the cuckoo-clock house.

Teams will use Rail Europe to take them to the French Riviera, which is the last leg of the race in Europe. Teams will find the clue to the fourth leg of the race in the yacht-styled accommodation in the marina in Nice.

They will depart from Charles de Gaulle International Airport in France for South Africa, the final leg of the race. The teams will take part in activities in Mpumalanga. The Kruger Mpumalanga International Airport is the final pit stop of the race.

BACKGROUND INFORMATION	
Contestants' profile	There are 11 teams consisting of two people per team.
Routes	
Leg 1	Teams start the race in New York. (1 day)
Leg 2	Teams will spend three days in Germany to complete the challenges. (3 days)
Leg 3	Teams will spend two days in France to complete the challenges. (2 days + flying time)
Leg 4	Teams will spend five days in South Africa to complete the challenges. (5 days)
The race ends day 11 at Kruger Mpumalanga International Airport outside Nelspruit.	
Attractions/Activities	
<ul style="list-style-type: none">• World icons in the USA, Germany and France• The Panorama Route and the Highlands Meander in Mpumalanga• The Kruger National Park• The Awesome Race challenges	
Transport	
<ul style="list-style-type: none">• Flights from JF Kennedy International Airport to Tegel International Airport in Berlin.• Rail Europe from Berlin via Stuttgart to Nice in France• Flight from Charles de Gaulle International Airport in Paris to OR Tambo International Airport• Flight from OR Tambo International Airport to Kruger Mpumalanga International Airport• Sponsored vehicles from Kruger Mpumalanga International Airport	

SUGGESTED RESOURCES FOR THE TASK

Printed and electronic resources relating to international icons, travel markets, adventure, cultural and heritage tourism in the USA, Germany, France and South Africa

USEFUL WEBSITES

<http://fieldandstreamsa.com>
www.africanbudgetsafaris.com
www.bigswing.co.za
www.dirtyboots.co.za
www.dullstroom.co.za
www.home-affairs.gov.za/index.php/applying-for-sa-visa
www.itb-berlin.de/media/itb/itb_dl_en/itb_exhibitors/ITB_Exhibitor_Guide.pdf
www.krugerparklodges.com
www.lionsands.com
www.mpumalanga.com
www.pilgrimsrest.org
www.raileurope.co.za/train-tickets/train-tickets?cmpid=PSN020401&qclid=CMStmd2q58YCFS7KtAodmTENRQ
www.rainbownation.com/travel/mapsindex/asp?loc=17
www.sabi-sands.com
www.sacarrental.com/mpumulanga-map.htm
www.safarinow.com
www.savenues.com
www.schengenvisainfo.com/download-schengen-visa-application-form
www.settlersvillage.co.za/map-back.gif
www.shangana.co.za
www.showme.co.za
www.southafrica-newyork.net/homeaffairs/forms/bi84.pdf
www.sudwalacaves.com
www.travelstart.co.za
www.walkersons.co.za
www.whc.unesco.org/en/list
www.youtube.com/watch?v=IIXaBWH4fV8 (cuckoo clock house)
<https://www.youtube.com/watch?v=mizBE9oM7Os> (Big Swing)

THE AWESOME RACE 2016 – SEASON 2**PHASE 1****INTRODUCTION**

The starting point for the race is in New York, USA. From the USA the teams will travel to Germany, to France and then to South Africa. This phase deals with the American, German and French legs of the race.

1.	Cover page for The Awesome Race 2016 – Season 2 Design a cover page for The Awesome Race 2016 – Season 2. The cover page must include the following: <ul style="list-style-type: none">• A slogan created especially for The Awesome Race 2016 – Season 2• The official logo of The Awesome Race (refer to page 9)• Labelled illustrations or pictures of the icons, activities and attractions of the four legs of The Awesome Race 2016 - Season Two	(4)															
2.	Route map: The Awesome Race 2016 – Season 2 Use a time zone map from a previous question paper. 2.1 Using a highlighter or a pen with coloured ink, draw lines and arrows to indicate the route and travel direction of each leg of The Awesome Race 2016 – Season 2 on the map. (2) 2.2 On a separate page, draw a table indicating the name of each attraction and country to be visited during the race and the corresponding time zone. (4)	(6)															
3.	Transatlantic flights/Driving in South Africa Transatlantic flight from JF Kennedy International Airport to Tegel International Airport in Berlin 3.1 Research transatlantic flights schedules of TWO airlines from JF Kennedy International Airport to Tegel International Airport in Berlin. Include the flight schedules in your PAT. (2) 3.2 Complete the information in a table. <table><tr><th>Name of Airline</th><th>Departure Time (2)</th><th>Arrival Time (2)</th><th>Duration of Flight (2)</th><th>Number of Stops (2)</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> 3.3 Compare the flight information in TABLE 3.2. Select and write down the quickest flight between the two destinations. (2) Driving in South Africa (in phase 2) Design an information flyer about South Africa's driving regulations that will be given to the contestants of The Awesome Race 2016 who will be driving the 4x4 vehicles. Include SIX facts on the flyer. (8)	Name of Airline	Departure Time (2)	Arrival Time (2)	Duration of Flight (2)	Number of Stops (2)											(20)
Name of Airline	Departure Time (2)	Arrival Time (2)	Duration of Flight (2)	Number of Stops (2)													

4.	<p>Accommodation</p> <p>Research the following with regard to accommodation:</p> <ul style="list-style-type: none"> • ONE yacht type accommodation along the French Riviera in the marina in Nice • ONE tree-house type accommodation located at Lion Sands in Sabi Sands in the Kruger National Park. <p>4.1 Give the names of the accommodation. (1 x 2)</p> <p>4.2 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. (2 x 2)</p> <p>4.3 Describe ONE unique characteristic of EACH type of accommodation. (2 x 2)</p>	(10)
5.	<p>Schengen visa application</p> <p>Some of the contestants require a Schengen visa to enter Germany and France.</p> <p>5.1 Explain why a German Schengen visa is appropriate for this race. (2)</p> <p>5.2 Compile a checklist of supporting documents that must be submitted with the completed visa form for Germany. (Minimum of FIVE documents) (5)</p> <p>5.3 Assume you are one of the contestants. Complete the visa application form (TOUR05) for yourself. (5)</p>	(12)
6.	<p>Clues for each leg of the race</p> <p>Contestants in The Awesome Race 2016 – Season 2 receive clue envelopes with clues for each of the following four legs of the race that will help them find their next challenge:</p> <ul style="list-style-type: none"> • Leg 1: USA • Leg 2: Germany • Leg 3: France • Leg 4: South Africa <p>6.1 Design ONE clue envelope for the four clues. (2)</p> <p>6.2 Create only ONE clue for EACH of the four legs of the race that will direct the contestants to the next challenge. Each clue must include the following:</p> <ul style="list-style-type: none"> • The city/town (1 x 4) • The names of the icons/attractions in the first three legs of the race and the name of the activity in the last leg of the race (1 x 4) • ONE description of EACH of the icons/attractions in the first three legs of the race and a description of the activity in the last leg of the race. (4 x 2) 	(18)

7.	<p>Factors contributing to a successful tourist attraction</p> <p>Challenge: Brainteaser</p> <p>Choose ONE icon from any leg of the race and consider the following factors that contribute to a successful tourist attraction:</p> <ul style="list-style-type: none"> • Excellent marketing of tourism products locally and internationally • Safety and crime prevention • Consideration of people with disabilities (universal access) <p>Explain, giving examples, how each of the factors stated above is practised at the icon chosen.</p>	(3 x 2) (6)
8.	<p>Event challenge</p> <p>The contestants will arrive at Tegel International Airport, pick up the clue at the McDonalds fast-food outlet at the airport and proceed to the International Tourism Trade Show in Berlin.</p> <p>The contestants must locate the South African exhibition stand at this show and complete the challenge below.</p> <p>8.1 Design a gift bag, using the template (TOUR06), showcasing destination South Africa for delegates attending the tourism trade show. The design must include:</p> <ul style="list-style-type: none"> • The official brand logo and slogan of South Africa (2) • TWO pictures or illustrations of any of South Africa's national emblems, for example the national bird (2) <p>8.2 Create the following item to be included in the bag:</p> <ul style="list-style-type: none"> • A5-size pamphlet with pictures/illustrations of FOUR different products that are exclusive to South Africa, for example rooibos tea (4) <p>8.3 Write a speech of approximately 120 words for the CEO of South African Tourism to be delivered at the International Tourism Trade Show in Berlin.</p> <p>The speech must include the following:</p> <ul style="list-style-type: none"> • Reference to the core and emerging markets and the need to market South Africa at an international level (6) • The various platforms that South African Tourism uses to market South Africa as a destination of choice internationally and domestically (4) <p>8.4 Using the template of the global footprint (TOUR07), give THREE codes of ethics that are used by the organisers of the International Tourism Trade Show in Berlin to reduce their carbon footprint. (6)</p>	(24)
TOTAL FOR PHASE 1:		100

THE AWESOME RACE 2016 – SEASON 2**PHASE 2****INTRODUCTION**

The contestants have now landed at OR Tambo International Airport, cleared customs and proceeded to the domestic departure terminal for their flight to Kruger Mpumalanga International Airport in Mpumalanga (KMIA).

The challenges take place in the Kruger National Park and along the Panorama Route and Highlands Meander.

- Kruger Mpumalanga International Airport (KMIA)
- Hazyview
- Lion Sands Game Reserve in the Sabi Sands Game Reserve, Kruger National Park
- Graskop
- Pilgrim's Rest
- Sabie
- Dullstroom (Highlands Meander)
- Sudwala Caves

The final pit stop is at the viewing deck of the Wimpy restaurant at the Kruger Mpumalanga International Airport.

9.	<p>Map of Mpumalanga</p> <p>The contestants are given a map of Mpumalanga (TOUR08) for the last leg of the race.</p> <p>9.1 Compile a legend for this map. (2)</p> <p>9.2 Indicate the following on the map:</p> <ul style="list-style-type: none"> • Symbols indicating accommodation establishments used, attractions and activities (3) • The route with arrows showing direction of travel (1) <p>9.3 Use the information in the introduction of phase 2 and the distance table on the map (TOUR08) to calculate the total distance travelled by road for this leg of the race. (4)</p>	(10)
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10.	<p>Challenges: Attractions and Activities</p> <p>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 template (TOUR09) to provide information on the challenges for 10.1 and 10.2 along the Panorama Route and Highlands Meander.</p> <p>10.1 Road block: The Big Swing near Graskop</p> <p>Your information should include:</p> <ul style="list-style-type: none"> • Location (1) • Description of the activity (2) • Photograph (1) • ONE safety measure to be considered during the challenge (2) <p>10.2 Challenge: Clay pigeon shooting</p> <p>Your information should include:</p> <ul style="list-style-type: none"> • Description of the activity (2) • Photograph (1) • ONE possible danger associated with this activity (2) <p>10.3 Challenge: Tourist safety in the Kruger National Park</p> <p>Safety and enjoyment of the Kruger National Park are very important. To ensure a pleasant and successful trip it is essential that contestants adhere strictly to the regulations which are intended for their protection and enjoyment.</p> <p>Do research and develop a FIVE-point code of conduct for visitors to the Kruger National Park focussing on responsible tourism behaviour. (5 x 2) (10)</p> <p>10.4 Challenge: Investigation into rhino poaching</p> <p>The contestants must investigate the anti-rhino poaching strategies that are in place in the Kruger National Park.</p> <p>Contestants must write a report of 120 words on FOUR ways in which the Kruger National Park combats rhino poaching.</p> <p>Each of the FOUR strategies must be in separate paragraphs. Each paragraph must contain the name of the strategy as a subheading for the paragraph and a description of the strategy. (4 x 3) (12)</p>	(33)
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11.	<h3>Itinerary</h3> <p>A five-day overview of the race details and activities for the contestants in Mpumalanga is provided below.</p> <p>Compile a detailed itinerary for EACH of the five days in paragraph format. The itinerary must be written in full sentences and incorporate all the information given below in your itinerary.</p> <p>Your itinerary must include the following information:</p> <ul style="list-style-type: none">• Transport: Flight – OR Tambo and KMIA (arrival and departure times, where applicable)• Road transport: Sponsored 4x4 vehicles• Accommodation and meals: Tree House at Lion Sands Reserve in Kruger National Park and the historic Royal Hotel in Pilgrim's Rest• Descriptions of activities and/or attractions: Conduct research on the following attractions and activities that have to be included in the planning of the 5-day itinerary:<ul style="list-style-type: none">○ Evening entertainment at the royal kraal with the Shangaan Chief at Shangana Cultural Village○ Hot-air ballooning○ Sunset elephant-back safari at Lion Sands Game Reserve in the Kruger National Park○ Gold panning at Pilgrim's Rest○ A street party with can-can dancers at the Royal Hotel in Pilgrim's Rest○ Find a bag of gold coins in the amphitheatre of the Sudwala Caves○ Visit to an active silk farm○ Quad-biking○ Aerial cable trail	(38)		
Example: Extract from an itinerary				
Day 00 Monday 21/12/2016	Breakfast is served in the restaurant of the Royal Hotel in Pilgrim's Rest from 06:30 to 10:00. Depart hotel with 4x4-sponsored vehicles and drive 16 km to the picturesque town of Graskop. Locate the Big Swing, find the next clue and complete the challenge by swinging across the plunging, green gorge. Enjoy a picnic lunch at the bottom of the gorge. Thereafter prepare for a scenic and challenging climb to the top of the gorge. Drive along the scenic mountainous route to Hazyview. Check into the Casa do Sol Hotel and Resort. Dinner is served in the main restaurant from 18:00. The rest of the evening is spent at leisure.			
Marks will be allocated for format and logical itinerary planning as indicated in the table below.				
Day 7	Day 8	Day 9	Day 10	Day 11
9 marks	8 marks	8 marks	8 marks	5 marks

12.	Sustainable tourism at Shangana Cultural Village Shangana Cultural Village was created and built by the local Shangaan people and is a place of great pride and a way of protecting and preserving South Africa's cultural diversity. The organisers of the Awesome Race would like to reward the Shangana Cultural Village for their sustainable and responsible tourism practices. Conduct research on how the Shangana Cultural Village has fulfilled the social responsibility criterion to be certified. Complete the certificates using the template (TOUR10) provided by giving a description of ONE actual example per category that is being practised by the community in the Shangana Cultural Village. <ul style="list-style-type: none"> • Certificate 1 – Category: Entrepreneurship • Certificate 2 – Category: Skills development • Certificate 3 – Category: Preservation of culture 	(3 x 3)	(9)
13.	Bibliography Include a bibliography (printed and electronic resources) on the last page of the PAT.		(2)
14.	Content page Design a content page on page 1 of the PAT for QUESTIONS 1–14 with their corresponding page numbers.		(2)
15.	Final presentation When compiling your PAT consider the following: <ul style="list-style-type: none"> • Sequence your PAT in the order of the questions. • Take note of correct spelling and grammar usage. • Create a good overall impression. 	(2) (2) (2)	(6)
TOTAL FOR PHASE 2:			100
GRAND TOTAL:			200

3.6 Assessment instrument

THE AWESOME RACE 2016 – SEASON 2

ASSESSMENT TOOL PHASE 1

Name of Learner:Grade:

T = Teacher/M = Moderator

1.	Cover page	4 marks	T	M
	A cover page was designed indicating:			
	• A slogan created especially for the race✓	(1)		
	• The official logo of the race✓	(1)		
	• Labelled illustrations or pictures of the icons, activities and attractions of the four legs of The Awesome Race 2016 – Season 2✓✓	(2)		
	Assessment Guidelines: <ul style="list-style-type: none"> • It must be the official logo of the race. • No half marks are awarded. • Learners lose 1 mark if labels have been omitted. • Learners lose 1 mark if all four pictures or illustrations of all four legs of the race have not been included. 			

2.	Route map: The Awesome Race 2016 – Season 2	6 marks	T	M
	2.1 The route and direction of travel of each leg of The Awesome Race 2016 – Season 2 were indicated on the map with a highlighter using lines and arrows. ✓✓	(2)		
	2.2 The time zone for each of the attractions to be visited during the race was indicated on the time zone map. ✓✓✓✓	(4)		
	Assessment Guidelines: <ul style="list-style-type: none"> • If any leg of the race has not been indicated, the learner loses 1 mark. • If the arrows do not indicate the correct route direction from leg 1 to leg 4, subtract 1 mark. • If learners have left out or incorrectly indicated a time zone, subtract 1 mark. 			

3.	Transatlantic flight from JF Kennedy International Airport to Tegel International Airport in Berlin	20 marks	T	M															
	3.1 Two airline flight schedules from JF Kennedy International Airport to Tegel International Airport were included. ✓✓	(2)																	
	3.2 The table below was completed with the correct information.	(8)																	
	<table border="1"> <thead> <tr> <th>Name of Airline</th><th>Departure Time</th><th>Arrival Time</th><th>Duration of Flight</th><th>Number of Stops</th></tr> </thead> <tbody> <tr> <td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </tbody> </table>	Name of Airline	Departure Time	Arrival Time	Duration of Flight	Number of Stops		✓	✓	✓	✓		✓	✓	✓	✓			
Name of Airline	Departure Time	Arrival Time	Duration of Flight	Number of Stops															
	✓	✓	✓	✓															
	✓	✓	✓	✓															
	3.3 The quickest flight between the two destinations was selected. ✓✓	(2)																	
	3.4 Driving in South Africa An information flyer on South Africa's driving regulations was included. ✓✓ SIX facts were included in the flyer. ✓✓✓✓✓✓	(2) (6)																	
	Assessment Guidelines: <ul style="list-style-type: none"> • If learners have included only 1 airline schedule, they will lose 1 mark. • If learners have not included airline schedules, no marks are awarded for 3.2 and 3.3. 																		

4.	Accommodation	10 marks	T	M
	The following were stated for each type of accommodation:			
	4.1 Name ✓ + ✓	(2)		
	4.2 ONE logical reason to explain why the organisers of the race chose each type of accommodation as a pit stop for this leg of the race ✓✓+✓✓	(4)		
	4.3 ONE unique characteristic of each type of accommodation was given. ✓✓+✓✓	(4)		
	Assessment Guidelines: <ul style="list-style-type: none"> If learners did not give real-life names for existing accommodation, no marks are awarded. Learners' description of each type of accommodation must indicate the uniqueness of each accommodation establishment. Learners who merely indicated facilities and services, will lose 1 mark for each accommodation establishment. 			

5.	Schengen Visa Application	12 marks	T	M
	5.1 Correct explanation why a Schengen visa was appropriate for this race ✓✓	(2)		
	5.2 Five supporting documents were given ✓✓✓✓✓	(5)		
	5.3 Form was correctly completed with a black pen. ✓✓✓✓✓	(5)		
	Assessment Guidelines: <ul style="list-style-type: none"> Learners who did not complete any of the fields correctly, will lose 1 mark. 			

6.	Clues for each leg of the race	18 marks	T	M
	6.1 ONE clue envelope was designed correctly ✓✓	(2)		
	6.2 ONE clue was created for EACH of the four legs of the race that would direct the contestants to the next challenge:			
	• The city/town ✓	(1 x 4)		
	• The name of the attraction or activity ✓	(1 x 4)		
	• ONE description of EACH attraction or activity that contestants engaged in ✓✓	(2 x 4)		

7.	Factors contributing to a successful tourist attraction	6 marks	T	M
	The factors given were matched correctly with THREE examples practised at each icon/attraction chosen. ✓✓	(3 x 2)		
	Assessment Guidelines: <ul style="list-style-type: none"> Actual examples practised at each of the icons are required and NOT assumptions. 			

8.	Event challenge	24 marks	T	M
	8.1 The gift bag template (TOUR06) was used to design a gift bag. <ul style="list-style-type: none"> TWO pictures of any of South Africa's national emblems were included✓✓ (2)			
	8.2 Item that had to be included in the bag: <ul style="list-style-type: none"> Pamphlet illustrating FOUR unique South African products✓✓✓✓ (4)			
	8.3 Speech that included the following: <ul style="list-style-type: none"> Reference made to the core✓✓ and emerging markets✓✓ and the need to market South Africa at an international level✓✓ (6)			
	<ul style="list-style-type: none"> Names of the various platforms, such as trade shows✓✓, road shows✓✓ and electronic marketing that South African Tourism uses to market South Africa as a destination of choice internationally and domestically (4)			
	8.4 The template of the global footprint (TOU07) was used to give THREE codes of ethics that were used by the organisers of the ITB Berlin to reduce their carbon footprint.✓✓ (3 x 2)			
	Assessment Guidelines: <ul style="list-style-type: none"> For 8.3 learners must refer to the names of emerging and core market countries. The speech must address the importance of marketing South Africa. Learners must include at least FOUR ways in which South Africa is marketed. 			
TOTAL FOR PHASE 1:			100	

THE AWESOME RACE 2016 – SEASON 2

ASSESSMENT TOOL
PHASE 2

Name of Learner:.....Grade:

T = Teacher/M = Moderator

9.	Map of Mpumalanga	10 marks	T	M
	The map was completed and the following information was included on the map:			
	9.1 A legend was created✓✓	(2)		
	9.2 Symbols were used to indicate accommodation establishments, attractions and activities✓✓✓	(3)		
	The route showing direction of travel was indicated✓	(1)		
	9.3 Total distance travelled by road for this leg of the race was calculated correctly✓✓✓✓	(4)		
	Assessment Guidelines: <ul style="list-style-type: none"> For 9.1 the legend must include accommodation, attractions and activities. The legend must contain symbols with matching labels. For 9.3 encourage learners to show all calculations, however, full marks should be awarded only if the correct total distance for this leg was given. 			

10.	Challenges: Attractions and Activities (TOUR09)	33 marks	T	M
	10.1 Road block: The Big Swing			
	Name of the place where the activity took place was included✓	(1)		
	ONE description of the activity was included✓✓	(2)		
	ONE photograph included ✓	(1)		
	ONE safety measure was included✓✓	(2)		
	10.2 Challenge: Clay pigeon shooting			
	ONE description of the activity was included✓✓	(2)		
	ONE photograph was included ✓	(1)		
	ONE possible danger associated with this activity was included✓✓	(2)		
	10.3 Challenge: Tourist safety in the Kruger National Park			
	A FIVE-point code of conduct, which focused on responsible tourism behaviour to the Kruger National Park, was developed for visitors. (5 x 2)	(10)		
	10.4 Challenge: Investigation into rhino poaching			
	The FOUR strategies contained the name of the strategy as a subheading for the paragraph.✓✓✓✓	(4 x 1)		
	Each of the four strategies was described in a paragraph. ✓✓ + ✓✓ + ✓✓ + ✓✓	(4 x 2)		

11.	Itinerary	38 marks	T	M
	A detailed five-day itinerary for the contestants was compiled and the following information was provided:			
	Day 7:	Johannesburg to Kruger Mpumalanga International Airport	9 marks	
	Transport:	Flight from Johannesburg to Kruger Mpumalanga International Airport✓✓ Sponsored vehicles at the airport✓ (3)		
	Accommodation and meals:	Accommodation✓ and meals✓ were included (2)		
	Activities:	A description of ONE activity was included✓✓ (2)		
	Format:	Paragraph format was used✓ (1)		
	Correct sequencing:	Logical sequence was used✓ (1)		
	Day 8:		8 marks	
	Accommodation and meals:	Accommodation✓ and meals✓ were included (2)		
	Activities:	A description of TWO activities was included ✓✓ + ✓✓ (4)		
	Format:	Paragraph format was used✓ (1)		
	Correct sequencing:	Logical sequence was used✓ (1)		
	Day 9:		8 marks	
	Accommodation and meals:	Accommodation✓ and meals✓ were included (2)		
	Activities:	A description of TWO activities was included ✓✓ + ✓✓ (4)		
	Format:	Paragraph format was used✓ (1)		
	Correct sequencing:	Logical sequence was used✓ (1)		
	Day 10:		9 marks	
	Transport:	Sponsored vehicles (4x4 vehicles)✓ (1)		
	Accommodation and meals:	Accommodation✓ and meals✓ were included (2)		
	Activities:	A description of TWO activities was included✓✓ + ✓✓ (4)		
	Format:	Paragraph format was used✓ (1)		
	Correct sequencing:	Logical sequence was used✓ (1)		
	Day 11:		4 marks	
	Activities:	Description of the final pit stop on the viewing deck of a popular restaurant at Kruger Mpumalanga International Airport was included✓✓ (2)		
	Format:	Paragraph format was used✓ (1)		
	Correct sequencing:	Logical sequence was used✓ (1)		
	Assessment Guidelines: <ul style="list-style-type: none"> Accommodation and meals: Award 1 mark for accommodation and 1 mark for meals for days 7–10. 			

12.	Sustainable tourism at Shangana Cultural Village	9 marks	T	M
	Three certificates on template TOUR10 were completed.			
	Certificate 1: Evidence of entrepreneurship✓✓✓	(3)		
	Certificate 2: Evidence of skills development✓✓✓	(3)		
	Certificate 3: Evidence of preservation of culture✓✓✓	(3)		
	Assessment Guidelines: <ul style="list-style-type: none"> Award 1 mark for the example which is linked to the category correctly and 2 marks for the description. 			

13.	Bibliography	2 marks	T	M
	A bibliography was included on the last page.✓✓	(2)		
	Assessment Guidelines: <ul style="list-style-type: none"> Award 1 mark for printed resources and 1 mark for electronic resources. 			

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

15.	Final presentation	6 marks	T	M
	The PAT was compiled following the order of the questions✓✓	(2)		
	Correct spelling and grammar were used✓✓	(2)		
	Overall impression✓✓	(2)		

TOTAL FOR PHASE 2:			100
GRAND TOTAL:			200

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
DATE:

SIGNATURE OF MODERATOR
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 Schengen visa form (TOUR05)
- 4.6 Template: Gift bag (TOUR06)
- 4.7 Template: Global Footprint (TOUR07)
- 4.8 Map of Mpumalanga (TOUR08)
- 4.9 Templates: Race Cards (TOUR09)
- 4.10 Templates: Certificates (TOUR10)

4.1 PAT mark sheet (TOUR01)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA**PAT MARK SHEET
(TOUR01)**

School:	
Teacher:	

NAME OF LEARNER Example: Tambo, Johannes, CP		Last 3 digits of examination number	PHASE 1	PHASE 2	TOTAL		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)**

PROVINCE	
DISTRICT	
CENTRE NAME	
TEACHER	
MODERATOR	
MODERATION DATE & LEVEL	

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

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.
- I have marked all items contained in this portfolio.
- 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 Schengen visa application form: page 1 (TOUR05)

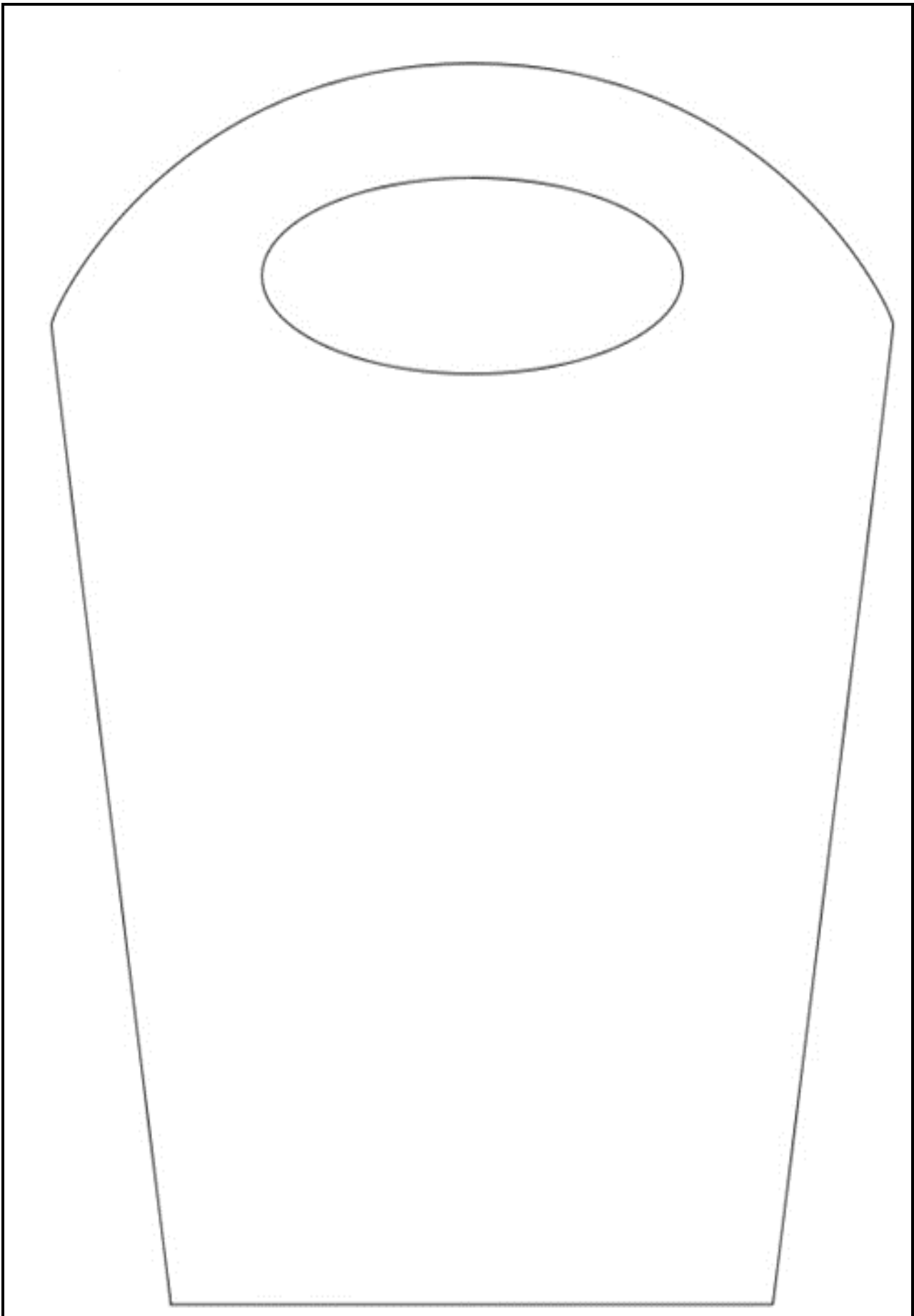
		Stamp embassy Or consulate
Photo	Application for Schengen Visa This application form is free	
		 N° 12225*01
1. Surname(s) family name(s)		FOR EMBASSY / CONSULATE USE ONLY
2. Surname(s) at birth (earlier family name(s))		
3. First names (given names)		
4. Date of birth (year-month-day)		Date application :
5. ID-number (optional)		
6. Place and country of birth		File handled by :
7. Current nationality/ies		
8. Original nationality (nationality at birth)		Supporting documents: Valid passport Financial means Invitation Means of transport Health insurance Other :
9. Sex Male Female		
10. Marital status : Single Married Separated Divorced Widow(er) Other		
11. Father's name		
12. Mother's name		
13. Type of passport: National passport Diplomatic passport Service passport Travel document (1951 Convention) Alien's passport Seaman's passport Other travel document (please specify):		
14. Number of passport		Visa : Refused Granted
15. Issued by		
16. Date of issue		Characteristics of Visa : LTV A B C D D + C
17. Valid until		
18. If you reside in a country other than your country of origin, have you permission to return to that country? No Yes, (number and validity)		
* 19. Current occupation		
* 20. Employer and employer's address and telephone number. For students, name and address of school.		
21. Main destination		Number of entries : 1 2 Multiple
22. Type of Visa : Airport transit Transit Short stay Long stay		
23. Visa : Individual Collective		
24. Number of entries requested Single entry Two entries Multiple entries		Valid from To Valid for :
25. Duration of stay Visa is requested for: days		
26. Other visas (issued during the past three years) and their period of validity		
27. In the case of transit, have you an entry permit for the final country of destination? No Yes, valid until: Issuing authority:		
* 28. Previous stays in this or other Schengen states		

* The questions marked with * do not have to be answered by family members of EU or EEA citizens (spouse, child or dependent ascendant). Family members of EU or EEA citizens have to present documents to prove this relationship.

4.5 Schengen visa application form: page 2 (TOUR05)

29. Purpose of travel Tourism Business Visit to Family or Friends Cultural/Sports Official Medical reasons Other (please specify):		FOR EMBASSY / CONSULATE USE ONLY												
* 30. Date of arrival	* 31. Date of departure													
* 32. Border of first entry or transit route	33. Means of transport													
* 34. Name of host or company in the Schengen states and contact person in host company. If not applicable, give name of hotel or temporary address in the Schengen states														
Name	Telephone and telefax													
Full address	e-mail address													
* 35. Who is paying for your cost of travelling and for your costs of living during your stay? Myself Host person/s Host company. (State who and how and present corresponding documentation):														
* 36. Means of support during your stay Cash Travellers' cheques Credit cards Accommodation Other: Travel and/or health insurance. Valid until:														
37. Spouse's family name	38. Spouse's family name at birth													
39. Spouse's first name	40. Spouse's date of birth		41. Spouse's place of birth											
42. Children (Applications <u>must</u> be submitted separately for each passport) <table border="1" style="width: 100%;"> <thead> <tr> <th>Name</th> <th>First name</th> <th>Date of birth</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> </tbody> </table>			Name	First name	Date of birth	1			2			3		
Name	First name	Date of birth												
1														
2														
3														
43. Personal data of the EU or EEA citizen you depend on. This question should be answered only by family members of EU or EEA citizens.														
Name		First Name												
Date of Birth	Nationality	Number of passport												
Family relationship : of an EU or EEA citizen														
44. I am aware of and content to the following: any personal data concerning me which appear on this visa application form will be supplied to the relevant authorities in the Schengen states and processed by those authorities, if necessary, for the purposes of a decision on my visa application. Such data may be input into, and stored in, databases accessible to the relevant authorities in the various Schengen states. At my express request, the consular authority processing my application will inform me of the manner in which I may exercise my right to check the personal data concerning me and have them altered or deleted, in particular, should they be inaccurate, in accordance with the national law of the state concerned. I declare that to the best of my knowledge all particulars supplied by me are correct and complete. I am aware that any false statements will lead to my application being rejected or to the annulment of a visa already granted and may also render me liable to prosecution under the law of the Schengen state which deals with the application. I undertake to leave the territory of the Schengen states upon the expiry of the visa, if granted. I have been informed that possession of a visa is only one of the prerequisites for entry into the European territory of the Schengen states. The mere fact that a visa has been granted to me does not mean that I will be entitled to compensation if I fail to comply with the relevant provisions of Article 5.1 of the Schengen Implementing Convention and am thus refused entry. The prerequisites for entry will be checked again on entry into the European territory of the Schengen states.														
45. Applicant's home address		46. Telephone number												
47. Place and date		48. Signature (for minors, signature of custodian/guardian)												

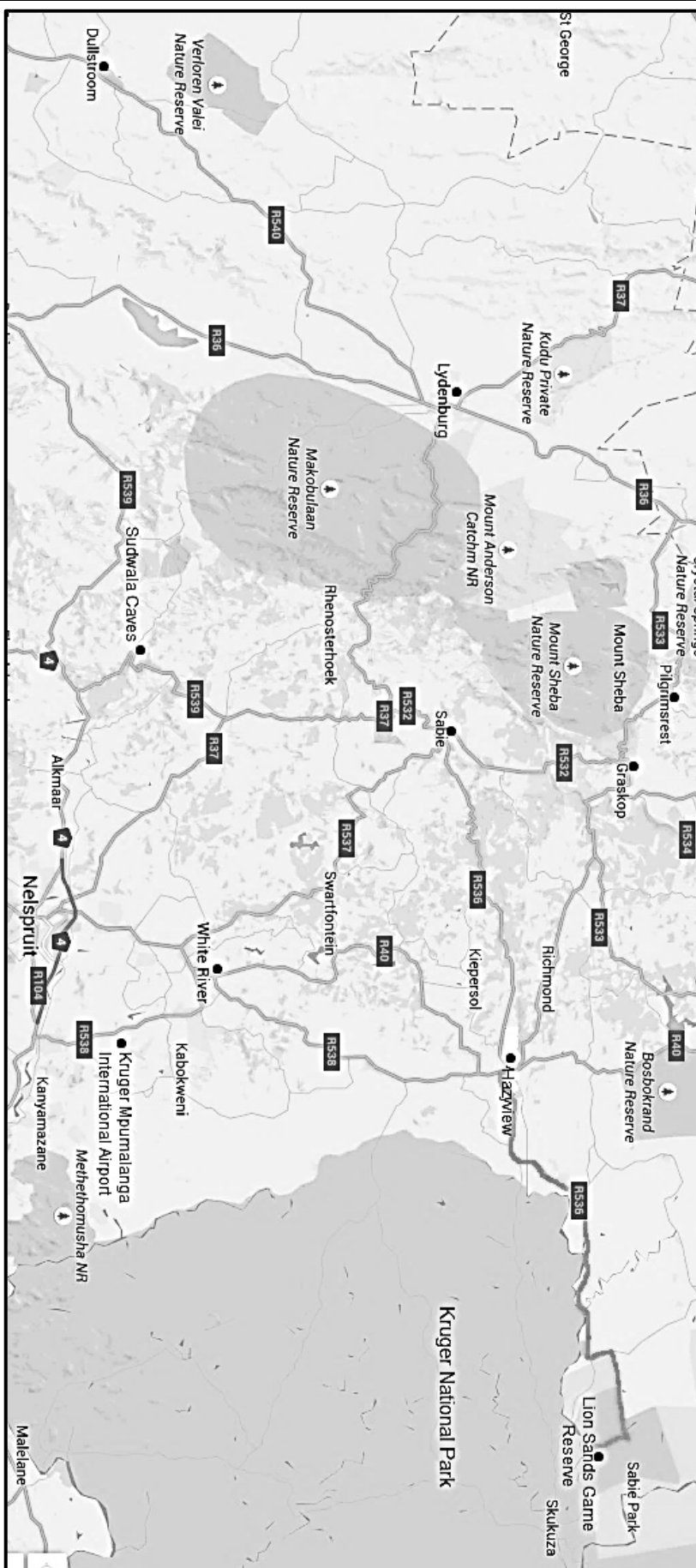
4.6 **Template for gift bag (TOUR06)**



4.8 Maps of Mpumalanga (TOUR08)



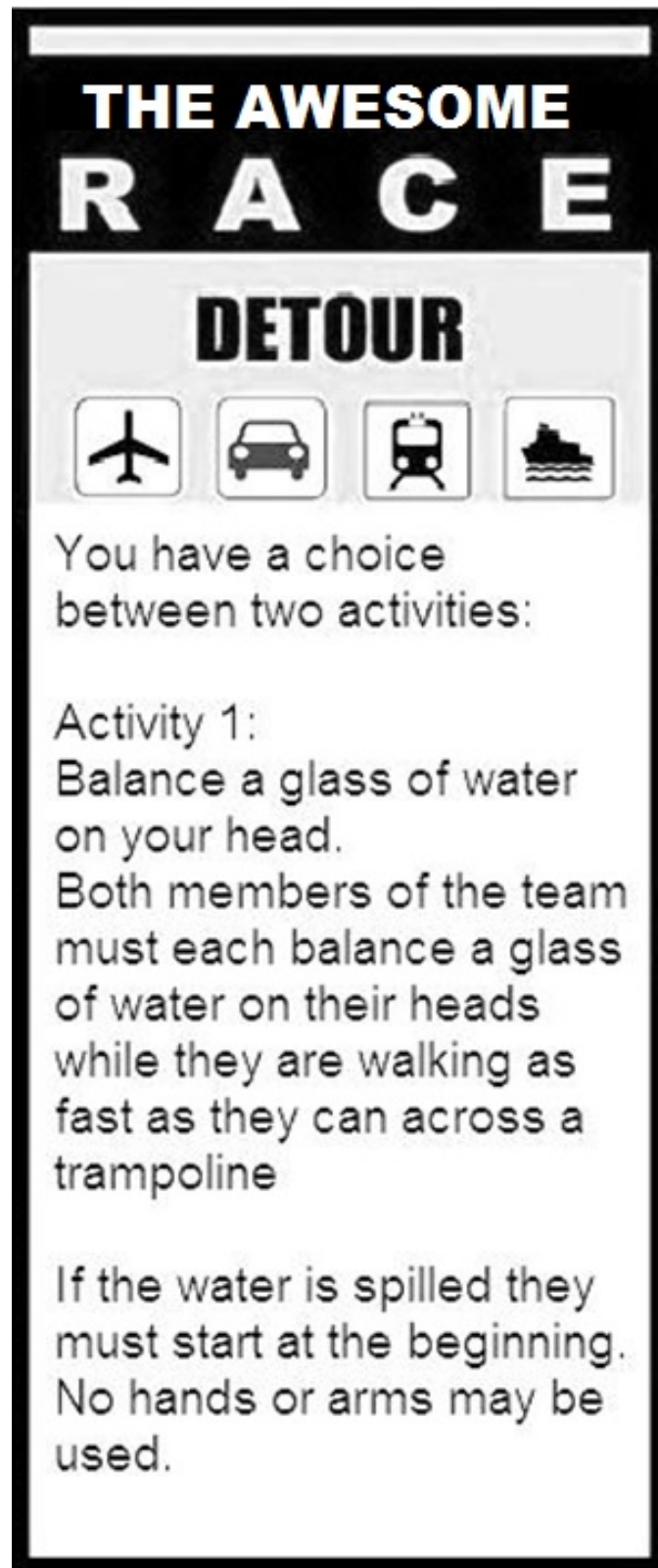
[Source: www.sacarrental.com/mpumalanga-map.htm]











Hazyview	Pilgrim's Rest	Graskop	KMIA	Sabie	Dullstroom	Sudwala	Lydenburg	White River	Lion Sands
54	16	88	60	145	109	76	93	88	
39	94	29	152	47	56	51	150		
48	34	128	61	56	147	141	88		
154	81	75	109	47	205	150	88		
90	58	72	16	95					
49	81	75	16	95					
52	104	88	96	95					





4.9 Templates of the Awesome Race Cards (TOUR09)

Example of a completed detour race card:





THE AWESOME R A C E	ROAD BLOCK	
	   	

THE AWESOME R A C E	DETOUR	
	   	

THE AWESOME R A C E	ROUTE INFO	
	   	

4.10 Template for certificate (TOUR10)

	<i>Certificate</i>		
	This certificate is awarded to		
	SHANGANA CULTURAL VILLAGE		

	CATEGORY		
		FOR	

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.