



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2018

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.

The aims of the Tourism PAT are to:

- Support sustainable tourism in South Africa
- Support government initiatives in promoting sustainable tourism in South Africa with the vision of empowering South African citizens' quality of life
- Promote critical thinking
- Inculcate problem-solving skills amongst our learners
- Develop research and communication skills
- Promote English across the curriculum
- Develop a culture of tourism with millennials as stakeholders in sustaining tourism in South Africa
- Promote human rights and social justice

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 2018. Under no circumstances may the PAT be substituted with any alternative practical examination task.

- It is recommended that the teacher is trained by the province/district on the implementation and mediation of the PAT. This will ensure standardisation of the PAT.
- The practical assessment task for Tourism has TWO phases. The marking of Phase 1 must be completed by mid-June 2018 and Phase 2 by the end of August 2018.
- 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 2018 Tourism document may be retyped, edited or changed. The national Department of Basic Education's logo may NOT be replaced by any other logo.
- The PAT must be done during school hours under controlled conditions to avoid copying and only certain sections where research is required can be completed as homework.
- Regular lesson times should be allocated during Tourism lessons, e.g. a double lesson every second week, afternoon periods, etc. for learners to complete the PAT under the guidance and supervision of the teacher. A teacher may alternatively block a week per term to complete the PAT under controlled conditions.

- It is strongly recommended that marking of the sections of the PAT be done on a continuous basis to monitor individual progress.
- Evidence of completed sections of the PAT must be available in the classroom **at all times** during the course of the year for both internal and external verification and monitoring purposes.
- Only templates provided in the official PAT document may be used to standardise the task. Teachers are NOT allowed to develop templates for any other sections of the task.

2.2 The responsibility of the province, district and teacher

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

- Teachers are expected to develop a PAT management plan for both phases of the PAT. The management plan must reflect the teaching, assessment and control of the PAT. This plan must be done at the beginning of the year.
- Each learner must receive a copy of the section 'Instructions to Learners' (pages 7 to 27 of the PAT document and the templates TOUR03, TOUR05, TOUR06, TOUR07 and TOUR 08).
- It is the responsibility of the province, district, school and the Tourism teacher to provide the resources. Learners could also access additional resources on their own.
- Teachers are expected to research and develop their own memoranda for QUESTIONS 1, 2, 3, 4, 5.1, 5.2, 7, 8, 9.1 and 10 before they commence with the PAT.
- It is the responsibility of the teacher to guide and support the learners throughout the task.
- The teacher **MUST** use the assessment tool in conjunction with the marking memoranda they developed. The PAT must be assessed, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- Teachers have to provide the learners with the Declaration of Authenticity form (TOUR03) before final submission of the PAT.
- The teacher must complete and 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 TASKS

2018

INSTRUCTIONS TO LEARNERS

Name of learner: **Grade 12**

Name of school:

Name of teacher:

3. LEARNERS' GUIDELINES

3.1 Requirements for 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 questions 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 deadlines for the submission of the 2018 Tourism PAT.

SECTION OF THE PAT	COMPLETION
PHASE 1	Last week in May 2018
PHASE 2	Last week in July 2018

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

Both learners and parents should take cognisance of the fact that the 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 the 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 (TOUR03) will be provided by the teacher.

3.5 The Practical Assessment Task (PAT)

PHASE 1

RURAL TOURISM

... towards sustainable community development and participation



THE #KHOMANI CULTURAL LANDSCAPE
SOUTH AFRICA'S 9th World Heritage Site

Ancient people of the land

The Khoisan people of the Northern Cape

PROBLEM STATEMENT

Between 10 – 15 million South Africans live in areas of extreme poverty and underdevelopment. Many of the key tourist attractions are located in rural areas and are not receiving the benefits gained from the tourism industry.

- *South Africa's Rural Development Strategy April 2012*
The Rural Development Framework

**WHAT CAN WE AS GRADE 12 TOURISM LEARNERS DO TO SUPPORT
AND GROW RURAL TOURISM IN SOUTH AFRICA?**

INTRODUCTION

Rural tourism is a form of tourism taking place in rural areas, providing employment and income to the local population, and offering local products and cultural experiences to visitors.

THE RURAL DEVELOPMENT STRATEGY (APRIL 2012)

The objectives of the Rural Development Strategy are to:

- Create decent employment through inclusive economic growth
- Develop vibrant, equitable, sustainable rural communities contributing towards food security for all
- Creating a better South Africa and contributing to a better and safer Africa in a better world

RURAL

'Sparsely populated areas which people farm or depend on natural resources, including villages and small towns that are found in these areas.'

- *Rural
Development
Framework
1997*

The National Tourism Sector Strategy (NTSS – May 2017) addressed the following in terms of rural tourism:

- Tourism growth and the economy
- Enhanced visitor experience
- Sustainability and good governance addressing the issue of geographical, seasonal and rural spread.

[Adapted from: Rural Tourism Strategy 2012]

RESOURCES

Rural Tourism Strategy – April 2012:

National Tourism Sector Strategy (NTSS) – May 2017

CASE STUDY

You are required to develop a case study (Questions 1 – 11) on the socio-economic status of the rural community in the Mier area where the #Khomani Cultural Landscape, the 9th World Heritage Site, in the Northern Cape is located.

QUESTION 1 – MAP WORK**[6]**

Select an appropriate map of the Northern Cape from those provided (TOUR 05) OR source any suitable map from the Resources box and indicate the following on the map:

- | | |
|-------------------------------------------------------------------------------------------------------------|-----|
| • Write down the GPS coordinates of the #Khomani Cultural Landscape WHS. | (1) |
| • Highlight the national and secondary roads g used when travelling to the #Khomani Cultural Landscape WHS. | (2) |
| • Circle the TWO main towns where tourists can stop on their way to the #Khomani Cultural Landscape WHS. | (2) |
| • Highlight ONE national park in the Northern Cape closest to the #Khomani Cultural Landscape WHS. | (1) |

RESOURCES**MAPS**

#KHOMANI CULTURAL LANDSCAPE

www.worldheritagesite.org/list/id/1545**INFORMATION ON THE AREA**www.greenkalahari.co.zawww.miertourism.co.za/**QUESTION 2 – STATUS OF THE #KHOMANI CULTURAL LANDSCAPE****[18]**

Conduct research on the current status of the #Khomani Cultural Landscape WHS.

Give the following information on the template below:

2.1 TWO main sources of economic activity (2 x 2)	2.2 TWO main tourist attractions (2 x 2)	2.3 Infrastructure: • Transport • Accommodation • Support services (3 x 2)	2.4 TWO ways in which the local community is involved in existing tourism businesses (2 x 2)
----------------------------------------------------------	-------------------------------------------------	----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

RESOURCES<https://khomani.co.za>

QUESTION 3 – INFORMATION PAMPHLET		[14]
<p>You are required to develop an information pamphlet for tourists on the #Khomani Cultural Landscape World Heritage Site.</p> <p>Include the following information on the #Khomani Cultural Landscape WHS in your pamphlet:</p> <ul style="list-style-type: none"> History (2) Purpose and value of the #Khomani Cultural Landscape WHS (2) Involvement of the international community (2) A description of TWO main tourist activities (mentioned in Question 2.2) at the #Khomani Cultural Landscape WHS. (4) Best time of the year to visit the #Khomani Cultural Landscape WHS. (2) The South African government organisation responsible for the maintenance and upkeep of the #Khomani Cultural Landscape WHS. (2) 		
<p>RESOURCES #KHOMANI CULTURAL LANDSCAPE http://www.kalahari-san.pwp.blueyonder.co.uk/ http://www.khoisanpeoples.org/</p>		

QUESTION 4 – STORYTELLING – ORAL HISTORY		[16]
<p>Read the example of story (TOUR06) told by people to assist in your storytelling activity.</p> <p>Write a short narrative (300 – 350 words) for a tour guide to inform tourists about the following with regard to the #Khomani San people :</p> <ul style="list-style-type: none"> TWO ways in which people in the area sustained themselves previously (2 x 2) (4) TWO reasons for the socio-economic stagnation of the area (2 x 2) (4) THREE customs, practises or heritage of the community (3 x 2) (6) <p>Format: Narrative (2)</p>		
<p>RESOURCES <i>Specimens of bushman folklore</i>, Bleek and Lloyd (1911)</p>		

QUESTION 5 – ACTION PLAN**[24]**

Read the extract on the uniqueness of the #Khomani Cultural Landscape WHS



The #Khomani Cultural Landscape WHS is located on the borders with Botswana and Namibia in the Northern Cape in the Kalahari-Gemsbok National Park (KGNP). There is evidence of the existence of the #Khomani San people since the Stone Age to the present.

Over time they adapted to the harsh desert conditions, and they developed specific cultural and botanical knowledge as well as a world view related to the geographical features of their environment. The #Khomani Cultural Landscape preserves the way of life that prevailed in the region and shaped the site over thousands of years.

RESOURCES

<http://www.sasi.org.za>

<http://www.san.org.za>

<http://www.kalahari-meerkats.com>

<http://www.khoisanpeoples.org/>

ACTION PLAN

You are required to provide an action plan to the Northern Cape Tourism Authority on how the #Khomani Cultural Landscape WHS abides by the King Commission III report (triple bottom line and corporate social investment).

5.1 Develop an **ACTION PLAN** showing the triple bottom line at the #Khomani Cultural Landscape WHS.
(18)

An example is given below.

	OBJECTIVE	ACTIVITY	ORGANISATION RESPONSIBLE
<i>Economic responsibility</i>	<i>Job creation</i>	<i>Provide legislation that ensures a larger percentage of the local people are employed in tourism businesses in the area.</i>	<i>Department of Labour</i>

Action Plan Template

ACTION PLAN					
		OBJECTIVE	ACTIVITY	ORGANISATION RESPONSIBLE	
5.1.1	Economic responsibility				(3 x 2)
5.1.2	Social responsibility				(3 x 2)
5.1.3	Environmental responsibility				(3 x 2)
RESOURCE					
Grade 12 Tourism Textbook					

5.2	CORPORATE SOCIAL INVESTMENT (CSI)				(6)
	5.2.1	Explain the concept CSI.			(2)
	5.2.2	Give the name of an organisation/business contributing to CSI within the local community in and around the #Khomani Cultural Landscape WHS.			(2)
	5.2.3	Describe the CSI initiative of the organisation/business in Question 5.2.2 that benefits the local community			(2)
RESOURCE					
http://www.peaceparks.org/programme					

QUESTION 6 – SURVEY	[22]
<p>Conduct research on the potential of the #Khomani Cultural Landscape WHS in contributing to rural development and community upliftment. Fill in the questionnaire on the chosen attraction by interviewing FIVE people using the template (TOUR07) provided.</p> <p>The interview can be conducted face-to-face, electronically or telephonically. Use a range (school personnel; local community members; family and friends) in your selection of people to be interviewed.</p>	

6.1	SURVEY (12)		
	Complete FIVE questionnaires and hand in with the PAT.		
	The assessment criteria for the questionnaire:		
	6.1.1	Number of questionnaires included (people interviewed)	(5)
	6.1.2	Range of data collection	(3)
	6.1.3	Accurate information	(2)
	6.1.4	Completion of the questionnaires	(2)

6.2	REPORT		
	Compile a two-part report on the findings and reflection of the survey conducted.		
	Part 1: Findings		
	Provide the following information in a table:		
	<ul style="list-style-type: none"> The number of the people who knew about the destination The number of people who would like to visit the destination The main reason why people would like to visit the destination The number of people who think the #Khomani Cultural Landscape WHS will contribute to rural development The main reason for the above responses. 		(5)
	Part 2: Reflection		
	<ul style="list-style-type: none"> Reflect on the conclusions you arrived at with regards to development of rural tourism. Reflect on your personal experience of the survey process, how people reacted to your interview and what you experienced during your interview. 		(3)
			(2)

TOTAL PHASE 1:			100
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PHASE 2



RURAL TOURISM

... towards sustainable community development and participation

QUESTION 7 – DEVELOPMENT OF A TOUR PACKAGE**[35]**

Develop a 5-day tour package for a group of tourists visiting the #Khomani Cultural Landscape WHS.

The tour package must be written in paragraph format and must include a day-to-day itinerary showing the following :

• Accommodation	(1 x 5)	(5)
• Transport	(1 x 5)	(5)
• Detailed description of attractions/activities	(2 x 5)	(10)
• THREE organised or Optional tours	(1 x 3)	(3)
• Meals (include names of restaurants)	(1 x 5)	(5)

Note:

Days 1 and 5 to include		
• Departure from and departure to		
• check in and check out procedures	(2 x 2)	(4)

Marks will be awarded for:

• Name of the tour	(1)
• Logical route planning	(1)
• Format of the 5-day tour	(1)

RESOURCES

www.extreme Kgalagadi.com

QUESTION 8 – STEPS TO SUSTAINABLE TOURISM**[12]**

Study the SWOT Analysis adapted from the Rural Tourism Strategy (TOUR 08).

8.1	From the SWOT analysis, identify ONE example that would apply to the #Khomani Cultural Landscape WHS.	
	• Strength	(1)
	• Weakness	(1)
	• Opportunity	(1)
	• Threat	(1)

8.2	Discuss how you propose to overcome the threat and weakness identified in Question 8.1. Focus on:	
	(a) TWO stakeholders you need to consult and give reasons why. (2 x 2)	(4)
	(b) Your ideas and options how to overcome the threat and weakness. (2 x 2)	(4)
RESOURCES Rural Tourism Strategy 2012 – Swot Analysis page 36		

QUESTION 9 e-MARKETING		[6]
9.1	Name TWO e-Marketing strategies that can be used to market the #Khomani Cultural Landscape WHS.	(2)
9.2	Explain how each e-marketing strategy in 9.1 will be used to market the #Khomani Cultural Landscape WHS.	(4)
RESOURCES www.e-Marketing strategies.com		

QUESTION 10 – REFLECTION REPORT		[24]
From the information you researched to date, compile a report for the Northern Cape Tourism Authority in which you share the findings of your research. The report must contain practical examples on the #Khomani Cultural Landscape WHS and will consist of THREE sections, Section A, Section B and Section C.		
	Section A: Discuss TWO ways in which the objectives of rural tourism ...	
10.1	create decent employment through inclusive economic growth. (2 x 2)	(4)
10.2	develop vibrant, equitable (unbiased), sustainable rural communities contributing towards food security for all. (2 x 2)	(4)
10.3	create a better South Africa and contribute to a better and safer Africa in a better world. (2 x 2)	(4)

	Section B: Discuss TWO ways in which, in terms of rural tourism, the National Tourism Sector Strategy (NTSS) ...	
10.4	promotes tourism growth and grow the economy. (2 x 2)	(4)
10.5	enhances visitor experience. (2 x 2)	(4)

	Section C:	
10.6	Explain TWO ways in which sustainability and good governance address the issue of geographical, seasonal and rural spread. (2 x 2)	(4)
RESOURCES Rural Tourism Strategy 2012 National Tourism Sector Strategy (NTSS) – May 2017		

QUESTION 11 – GLOSSARY AND WORD SEARCH		[15]
11.1	Create a glossary of FIVE difficult tourism terms/concepts encountered during your research. The glossary should contain the term/concept with a clear dictionary definition. (5 x 2)	(10)
11.2	Design a word search/quiz that includes the terms/concepts in Question 10.1 (5 x 1)	(5)
RESOURCES Example of a Word Search: https://thewordsearch.com/maker/		

QUESTION 12 – BIBLIOGRAPHY	[2]
Compile a bibliography of the resources used to complete this PAT.	(2)

QUESTION 13 – CONTENT PAGE	[3]
Develop a content page for Questions 1 to 11 that reflects the correct order of the questions and their corresponding page numbers.	(3)

QUESTION 14 – FINAL PRESENTATION	[3]
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 Create a good overall impression 	(3)
TOTAL FOR PHASE 2:	100
GRAND TOTAL:	200

3.6 **Assessment instrument****ASSESSMENT INSTRUMENT****2018**

Name of learner: Grade 12

Name of school:

Name of teacher:

T = Teacher/M = Moderator

1.	MAP WORK	[6 marks]	T	M
	Map work The following information was given on a map of the Northern Cape: <ul style="list-style-type: none"> • The correct GPS coordinates of the ‡Khomani Cultural Landscape WHS ✓ • The national✓ and secondary✓ roads used when travelling to the ‡Khomani Cultural Landscape WHS were highlighted. • The TWO main towns where tourists can stop on their way to the ‡Khomani Cultural Landscape WHS were circled.✓✓ • ONE National Park closest to the WHS was highlighted✓ 	(6)		

2.	STATUS OF THE ‡KHOMANI CULTURAL LANDSCAPE WHS	[18 marks]	T	M
2.1	TWO main sources of economic activity were given.✓✓ + ✓✓ (2 x 2)	(4)		
2.2	TWO main tourist attractions were given ✓✓ + ✓✓ (2 x 2)	(4)		
2.3	Infrastructure was given, that included: <ul style="list-style-type: none"> • Transport ✓✓ • Accommodation✓✓ • Support services✓✓ (3 x 2) 	(6)		
2.4	Local community involvement in existing tourism businesses was given.✓✓ + ✓✓ (2 x 2)	(4)		

3.	INFORMATION PAMPHLET	[14 marks]	T	M
	An information pamphlet was developed that includes:			
	History✓✓	(2)		
	Purpose and value of the attraction. ✓✓	(2)		
	Involvement of the international community. ✓✓	(2)		
	A description of each of the TWO tourist activities at the attraction mentioned in Question 2.2. ✓✓ + ✓✓	(4)		
	Best time of the year to visit the attraction. ✓✓	(2)		
	ONE South African government organisation responsible for maintenance and upkeep of the attraction.✓✓	(2)		

T = Teacher/M = Moderator

4.	STORYTELLING – ORAL HISTORY	[16 marks]	T	M
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	A narrative was written and included:			
	• TWO ways in which they sustained themselves. (2 x 2)	(4)		
	• TWO reasons for the socio-economic stagnation of the area. (2 x 2)	(4)		
	• THREE customs, practises or heritage of the #Khomani people (3 x 2)	(6)		
	The story was written in a narrative format.	(2)		

5.	ACTION PLAN	[24 marks]	T	M
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	An action plan was developed showing the triple bottom line at the #Khomani Cultural Landscape WHS.			
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5.1	ACTION PLAN (18)			
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5.1.1	Economic responsibility: (Do not accept the example given)			
	Objective was given ✓✓	(2)		
	Activity was given ✓✓	(2)		
	Organisation responsible was given ✓✓	(2)		

5.1.2	Social responsibility:			
	Objective was given ✓✓	(2)		
	Activity was given ✓✓	(2)		
	Organisation responsible was given ✓✓	(2)		

5.1.2	Environmental responsibility:			
	Objective was given ✓✓	(2)		
	Activity was given ✓✓	(2)		
	Organisation responsible was given ✓✓	(2)		

5.2	CORPORATE SOCIAL INVESTMENT (CSI)	(6)		
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5.2.1	The concept CSI was explained ✓✓	(2)		
5.2.2	The name of an organisation/business contributing to CSI within the local community was given. ✓✓	(2)		
5.2.3	The CSI initiative of the organisation/business that benefits the local community was described. ✓✓	(2)		

T = Teacher/M = Moderator

6. SURVEY	[22 marks]	T	M
ASSESSMENT RUBRIC FOR INTERVIEWS AND SURVEY			

Criteria	Marks						
6.1.1 Number of interviewees (5)	5	4	3	2	1	0	
	5 people interviewed	4 people interviewed	3 people interviewed	2 people interviewed	1 person interviewed	0 people interviewed	
6.1.2 Range for data collection (3)	3	2	1	0			
	There are 5 responses indicating a range of selection	There are 3-4 responses indicating a range of selection	There are 1-2 responses indicating a range of selection	No responses			
6.1.3 Detailed Information is accurately and clearly captured (2)	2	1	0				
	Information has adequate detail and is clear	Not adequate information for analysis purposes provided.	None of the responses are relevant				
6.1.4 All the required information is completed (2)	2	1	0				
	All the required information is completed	Partial completion of information	None of the information has been captured.				

(12)

(12)

	Findings	(10)	
6.2 REPORT		T	M
	Part 1: Findings	(5)	
	<ul style="list-style-type: none"> The number of the people who knew about the destination✓ The number of people who would like to visit the destination✓ The main reason why people would like to visit the destination✓ The number of people who think the #Khomani Cultural Landscape WHS will contribute to rural development✓ The main reason for the above response✓ 		
	Part 2: Reflection	(5)	
	<ul style="list-style-type: none"> Reflect on the conclusions you arrived at with regards to development of rural tourism.✓✓✓ Reflect on your personal experience of the survey process.✓✓ 		
	Total Phase 1:		100



RURAL TOURISM

... towards sustainable community development and participation

ASSESSMENT TOOL PHASE 2

Name of Learner: Grade:

T = Teacher/M = Moderator

7.	DEVELOPMENT OF A TOUR PACKAGE	[35 marks]	T	M
	A tour package for a group of tourists visiting the #Khomani Cultural Landscape WHS was developed and written in paragraph format. The tour package contained the following information:			

Day 1:		(7)		
	Departed from ✓ and check in ✓	(2)		
Accommodation	Accommodation ✓ has been included	(1)		
Transport	Transport ✓ has been included	(1)		
Attractions/activities	Name and description of one attraction/activity ✓ ✓ has been included	(2)		
Meals	Meals and name of restaurant ✓ have been included	(1)		

Day 2:		(6)		
Accommodation	Accommodation ✓ has been included	(1)		
Transport	Transport ✓ has been included	(1)		
Attractions/activities	Name and description of one attraction/activity ✓ ✓ has been included	(2)		
Organised/Optional tours	Organised/optional tours have been included ✓	(1)		
Meals	Meals and name of the restaurant ✓ have been included	(1)		

Day 3:		(6)		
Accommodation	Accommodation ✓ has been included	(1)		
Transport	Transport ✓ has been included	(1)		
Attractions/activities	Name and description of one attraction/activity ✓ ✓ has been included	(2)		
Organised/optional tours	Organised/optional tour have been included ✓	(1)		
Meals	Meals and name of the restaurant ✓ have been included	(1)		
Day 4:		(6)		
Accommodation	Accommodation ✓ has been included	(1)		
Transport	Transport ✓ has been included	(1)		
Attractions/activities	Name and description of one	(2)		

		attraction/activity✓✓ has been included			
	Organised/optional tours	Organised/optional tour have been included✓	(1)		
	Meals	Meals and name of the restaurant✓ have been included	(1)		

	Day 5:		(7)		
		Check out ✓ and depart to✓	(2)		
	Accommodation	Accommodation ✓ has been included	(1)		
	Transport	Transport✓ has been included	(1)		
	Attractions/activities	Name and description of one attraction/activity✓✓ has been included	(2)		
	Meals	Meals and name of the restaurant✓ have been included	(1)		

	Tour package (continued)		(3)		
	Name of the Tour Package:	Suitable name given✓	(1)		
	Logical route planning	Logical route planning used✓	(1)		
	Format of the five-day itinerary:	Paragraph format was used✓	(1)		

8.	STEPS TO SUSTAINABLE TOURISM	[12 marks]	T	M
8.1	ONE example was identified of a/an:			
	Strength✓	(1)		
	Weakness ✓	(1)		
	Opportunity ✓	(1)		
	Threat✓	(1)		
8.2	(a) Two stakeholders given✓✓	(2)		
	A reason for choosing each of the given stakeholders ✓✓	(2)		
	(b) Suitable idea/option to match the given threat✓✓	(2)		
	Suitable idea/option to match the given weakness ✓✓	(2)		

9.	e-MARKETING	[6 marks]	T	M
9.1	TWO e-marketing strategies that can be used to market the #Khomani Cultural Landscape were given.✓✓	(2)		
9.2	Each strategy in Question 9.1 was explained ✓✓+ ✓✓ (2 x 2)	(4)		

10.	REFLECTION REPORT	[24 marks]	T	M
	A report was written to the Northern Cape Tourism Authority in which the findings of the research were shared. Section A The discussion included:			
10.1	How the objectives created decent employment through inclusive economic growth. ✓✓+✓✓	(4)		
10.2	How the objectives developed vibrant, equitable, sustainable rural communities contributing towards food security for all. ✓✓ + ✓✓	(4)		
10.3	How the objectives create a better South Africa and contribute to a better and safer Africa in a better world. ✓✓+✓✓	(4)		
	Section B The discussion included how, in terms of rural tourism, the National Tourism Sector Strategy...			
10.4	promotes tourism growth and grow the economy. ✓✓ + ✓✓	(4)		
10.5	enhances visitor experience. ✓✓ + ✓✓	(4)		
	Section C			
10.6	An explanation was given how sustainability and good governance address the issue of geographical, seasonal and rural spread. ✓✓ + ✓✓	(4)		
11.	GLOSSARY AND WORD SEARCH	[15 marks]	T	M
11.1	A glossary of FIVE difficult tourism terms/concepts encountered during the research was created. The glossary contains the term/concept with a clear dictionary definition. ✓✓+✓✓+✓✓+✓✓+✓✓	(10)		
11.2	A word search was designed that included the terms/concepts in Question 11.1. ✓+✓+✓+✓+✓	(5)		
12.	BIBLIOGRAPHY	[2 marks]	T	M
	A bibliography of the resources was included on the last page. ✓✓	(2)		
13.	CONTENT PAGE	[3 marks]	T	M
	The content page reflects the correct order for Questions 1 to 11 and their corresponding page numbers. ✓✓✓	(3)		

14.	FINAL PRESENTATION	[3 marks]	T	M
	The PAT was sequenced in the order of the questions. ✓	(1)		
	Correct spelling and grammar was used. ✓	(1)		
	Overall impression ✓	(1)		

	T	M
Total 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
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 Maps of the Northern Cape (TOUR05)
- 4.6 Example of a Narrative/Story (TOUR06)
- 4.7 Questionnaire (TOUR07)
- 4.8 SWOT Analysis (TOUR08)

4.1 PAT mark sheet (TOUR01)

**basic education**Department:
Basic Education
REPUBLIC OF SOUTH AFRICASCHOOL STAMP
&
SIGNATURE
OF
PRINCIPAL**PAT MARK SHEET (TOUR01) - 2018**

School:	
Teacher:	

	NAME OF LEARNER Example: Tambo, Johannes, CP (Not per class – list ALL learners alphabetically)	Last 3 digits of examination number	PHASE 1	PHASE 2	TOTAL		Moderated mark
			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)


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

PROVINCE	
DISTRICT	
CENTRE NAME	
TEACHER	
MODERATOR	
MODERATION DATE & LEVEL	

T = Teacher and M = Moderator

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

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

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 %)	

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

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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.

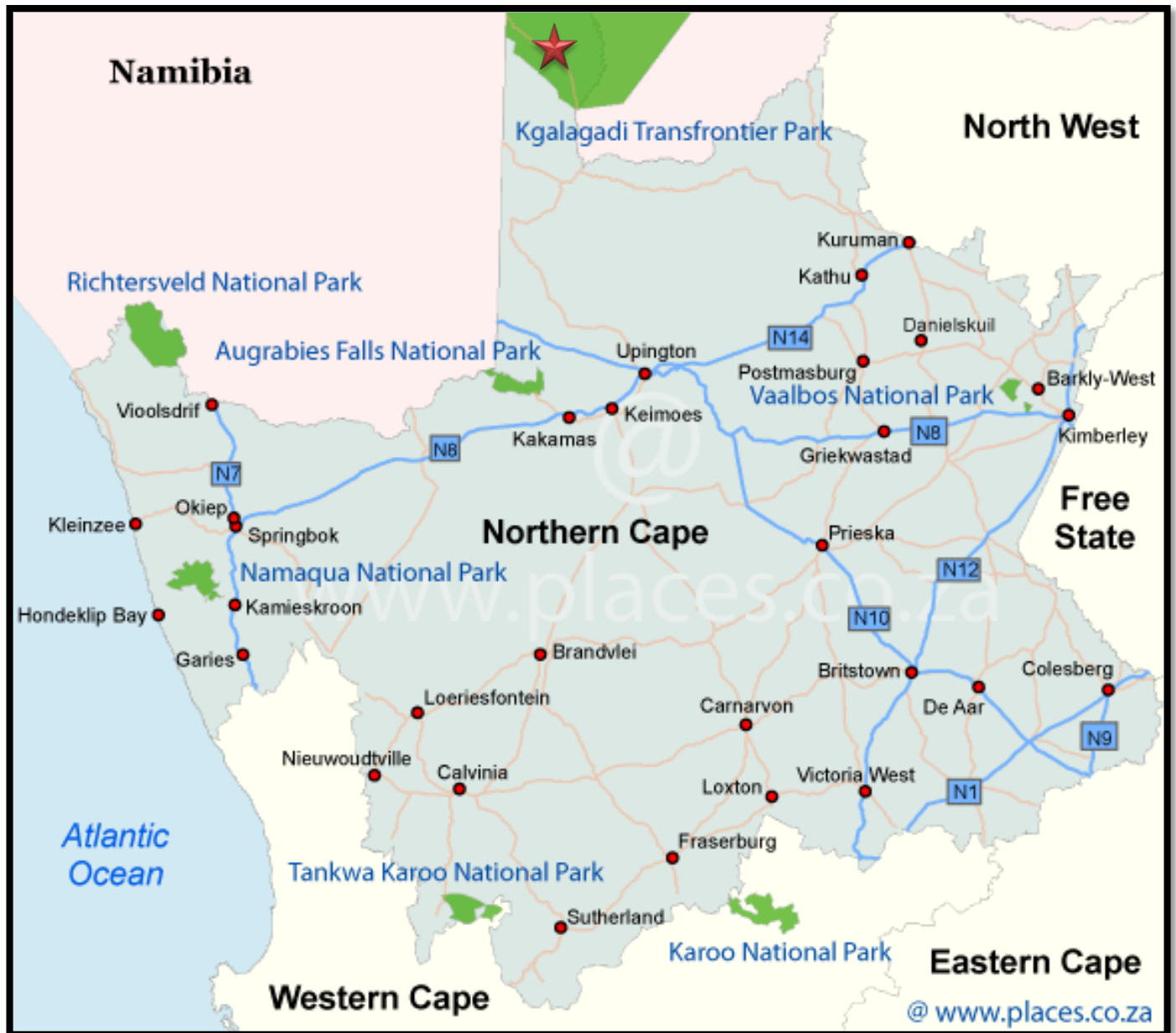
SIGNATURE: TEACHER	DATE:
---------------------------	--------------

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

SIGNATURE: PRINCIPAL	DATE:
-----------------------------	--------------

SCHOOL STAMP

4.5 Maps of the Northern Cape (TOUR05)





http://www.northerncape.org.za/getting_around/map_navigation/?town=Mier Area,Askham#showTown



4.6 Example of a story (TOUR06)

Rooikat and Grandpa Oupot's Adventures of Ancient Days

Rooikat gazed into his grandpa's leathered face, sheltered from the hot sun beneath the knotted Camelthorn tree. Grandpa Oupot told him about the galloping herds of Gemsbok that roamed their ancestral land.

'Grandpa Oupot, can you take me hunting?' Rooikat pleaded.

'You know Rooikat, in the past we had enough wild animals to hunt, we danced around the fire singing the songs of our fathers. Our women wore coloured beads and sang late into the night. It was after fences went up and our land was taken for farming that we began to see fewer animals. Did you know that we were the first known human beings in the world? Even the scientists now admit it.'

'Tomorrow I will take you hunting, we will leave before sunrise.'

OuPot and Rooikat set off into the wilderness of their land as the sky turned into an orange-hued heaven. OuPot, crouched (bends down) on the ground, carefully studying the desert sand.

'What are you looking for grandpa?' Rooikat asked curiously. 'Animal footprints; that is how we track them. They leave us clues about where they are.'

Later, when the day grew hotter, Oupot crawled on the ground until he found the porcupine potato plant. Oupot dug into the sand with his bare hands, laughing; he straightened up with two potatoes in his hand, another source of water used by his people. He dusted the sand off the potatoes and handed one to his grandson before biting into his own. He had taught his grandson the secret of how his people had survived in a dry land with little water.

Together they slowly skimmed the barren sand landscape. At a thicket of thorn bushes OuPot held a finger to his lips, quieting Rooikat's chatter. He had spotted a herd of gemsbok. Using the thorn bushes as cover, he slowly removed his bow and arrow from his back, rubbed some poisonous red berry mixture on the tip of his arrow and took aim. His arrow raced into the air; there was a brief scurry of activity, and then silence.

OuPot emerged from behind the thorn bushes to find his kill. There was enough food for the village for the next week. OuPot and Rooikat tied the dead gemsbok to a tree branch and together the boy and old man dragged their prize home.

(+390 words)

4.7 Questionnaire (TOUR07)

QUESTIONNAIRE 2018 (TOUR07)



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NAME OF SCHOOL:

NAME OF LEARNER:

Name of person interviewed	
Age	
Nationality	
Occupation	

SURVEY QUESTIONNAIRE

Name of interviewee:

Age

Occupation

South African

YES

NO

QUESTIONS

1.	Did you know about the #Khomani Cultural Landscape WHS before?	YES	x	NO	x
2.	Would you like to visit the #Khomani Cultural Landscape WHS?	YES	x	NO	x
3.	Give ONE reason for your answer in Question 2.				
4.	Do you think the destination will contribute to rural development and community upliftment?				
5.	Give ONE reason for your answer in Question 4.				

Signature of Learner

Date:

4.8 SWOT ANALYSIS (TOUR08)

SWOT. is an acronym that stands for **Strengths, Weaknesses, Opportunities, and Threats**. A SWOT analysis is to help you develop a strong business strategy by making sure you've considered all of your business's strengths and weaknesses, as well as the opportunities and threats it faces in the marketplace.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Unique rich culture and heritage offerings • Kingdom ship – Chieftaincy • Provincial Tourism Master plans • Availability of State land, • Attraction accessible by land, rail and air • Beautiful climate conditions and Bio-diversity • Eco-tourism potential • Nature Reserves • Geographical and strategic provincial locations • Ubuntu - Friendliness of rural communities 	<ul style="list-style-type: none"> • Lack of education, tourism awareness programmes and skilled people • Poor tourism supporting infrastructure including ICT • Poor resource allocation and lack of inclusive planning and community involvement • Poor coordination of tourism initiatives • Poor service delivery and lack of implementation • Lack of political and community buy-in • Poor marketing of rural products
SWOT ANALYSIS	
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Culture and heritage tourism offerings • Unspoilt natural and rural tranquillity • Indigenous knowledge systems • Agri tourism ; Adventure tourism ; Eco-tourism,; Business tourism ; Leisure tourism Volunteer tourism 	<ul style="list-style-type: none"> • Lack of reliable data and statistics • Land ownership • Competition • Environmental degradation – share balance between environment and tourism • Political instability • Xenophobia • Perceptions created by media and bad publicity, • Global recession • Corruption and unemployment • Political interference • Land boundary issue • Global recession
[Adapted from: <i>Rural Tourism Strategy 2012</i>]	

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.