



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2020

These guidelines consist of 36 pages.

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1. INTRODUCTION

The 17 Curriculum and Assessment Policy Statements 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, Technical Sciences
- **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-the-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 and cognitive flexibility
- Inculcate problem-solving skills amongst the learners
- Develop research and communication skills
- Promote English across the curriculum
- Promote reading with understanding
- Develop a culture of tourism of millennials as stakeholders in sustaining tourism in South Africa
- Develop digital and social media skills
- Develop financial management skills
- Promote the development of the arts
- Promote originality and creativity/design skills
- Create awareness of new developments in the South African tourism industry
- Allow for multiple learning abilities
- Facilitate subject integration

The 2020 PAT has been designed to be aligned with the pedagogical practices of the 4IR.

Skills developed by the 2020 PAT:

- Complex problem-solving and critical thinking skills
- Creativity
- Emotional intelligence
- Judgement and decision-making
- Service orientation

2. TEACHER GUIDELINES

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
- Marking guidelines developed by the teacher
- Official PAT mark sheet (TOUR01)
- Proof of all levels of moderation (moderation reports)
- National moderation instrument (TOUR02)
- Teacher's Declaration of Authenticity (TOUR04)

2.1.2 Management of the PAT

This practical assessment task is the only official practical examination for Grade 12 Tourism learners in 2020. Under no circumstances may the PAT be substituted by 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 Tourism PAT has TWO phases. Marking of Phase 1 must be completed by mid-June 2020 and Phase 2 by the end of August 2020.
- 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 Tourism PAT 2020 document may be retyped, edited or changed. The logo of the National Department of Basic Education 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 **always** be available in the classroom 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 province and the districts to ensure that Grade 12 teachers have the necessary resources to ensure successful completion of the PAT. 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 compiled at the beginning of the year.
- Each learner must receive a copy of the following sections of the PAT document:
 - Instructions to Learners (pages 8 to 15)
 - Assessment Tool: Rubrics (pages 16 to 21)
 - TOUR03, TOUR05, TOUR06 and TOUR07
- It is the responsibility of the province, district, school and the Tourism teacher to provide the resources. Learners could also access additional resources on their own.
- It is the responsibility of the teacher to guide and support the learner throughout the task.
- The teacher **MUST** use the Assessment Tool: Rubrics to assess each PAT individually. The PAT must be assessed, checked and authenticated by the teacher before being presented as the learner's evidence of performance.
- Teachers must provide the learners with the Declaration of Authenticity (TOUR03) before final submission of the PAT.
- The teacher must complete and sign the necessary documentation as required by the National Department of Basic Education:
 1. Official mark sheet (TOUR01)
 2. National moderation instrument (TOUR02) – to be used during moderation
 3. Learner's Declaration of Authenticity (TOUR03)
 4. Teacher's Declaration of Authenticity (TOUR04)

2.3 Moderation of the PAT (internal and external)

Internal and external moderation will ensure that the quality and standard of the PAT, as stipulated in Section 4 of the *Curriculum and Assessment Policy Statement* for Tourism, have been met.

- Departmental officials will randomly select learner PAT portfolios.
- Moderation will be conducted on various levels.
- The moderation tool (TOUR02) provided 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 PAT will be externally moderated by the National Department of Basic Education.
- Umalusi may identify provinces and schools for additional moderation.



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REPUBLIC OF SOUTH AFRICA

TOURISM

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

INSTRUCTIONS TO LEARNERS

2020

Name of learner: Grade 12 ____

Name of school:

Name of teacher:

3. LEARNER 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 questions to learners.
- 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 the school for moderation purposes.

3.2 Time frames

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

The table below indicates the time frames for the submission of the Tourism PAT 2020.

SECTION OF THE PAT	COMPLETION
PHASE 1	Last week in May 2020
PHASE 2	Last week in July 2020

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 must 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)

#MMC

**SCENARIO**
#MMC

You are the organiser of #MMC, a **Mega Music Concert** to be held in your province. Your events organising company invited a popular South African or international artist/band to perform at a venue with a capacity of 5 000 or more concertgoers.

For an event to be successful, detailed planning and preparation must be done prior to the event. Therefore, a marketing strategy, a master plan (roll-out plan), an organogram (staffing structure), a risk factor analysis, sustainability guidelines and an event report, amongst others, should be in place.

You are also expected to organise a 3-day post-concert tour for the artist/band and their crew to expose them to major tourist attractions in your province.

INSTRUCTIONS

1. As the main organiser, you are expected to compile an A4 planning portfolio for the event. You are required to complete QUESTIONS 1 to 10 for the pre- and post-event planning.
2. The portfolio must also contain a cover page, content page and a bibliography.
3. Your responses must be presented in TWO phases according to the questions in each phase.

PHASE 1

QUESTION 1: COMMUNICATION

You have already invited an artist/band to perform at the Mega Music Concert that you are organising.

Use the template (TOUR05) to write an e-mail to the agent of the artist/band and Cc other relevant stakeholders confirming the information below.

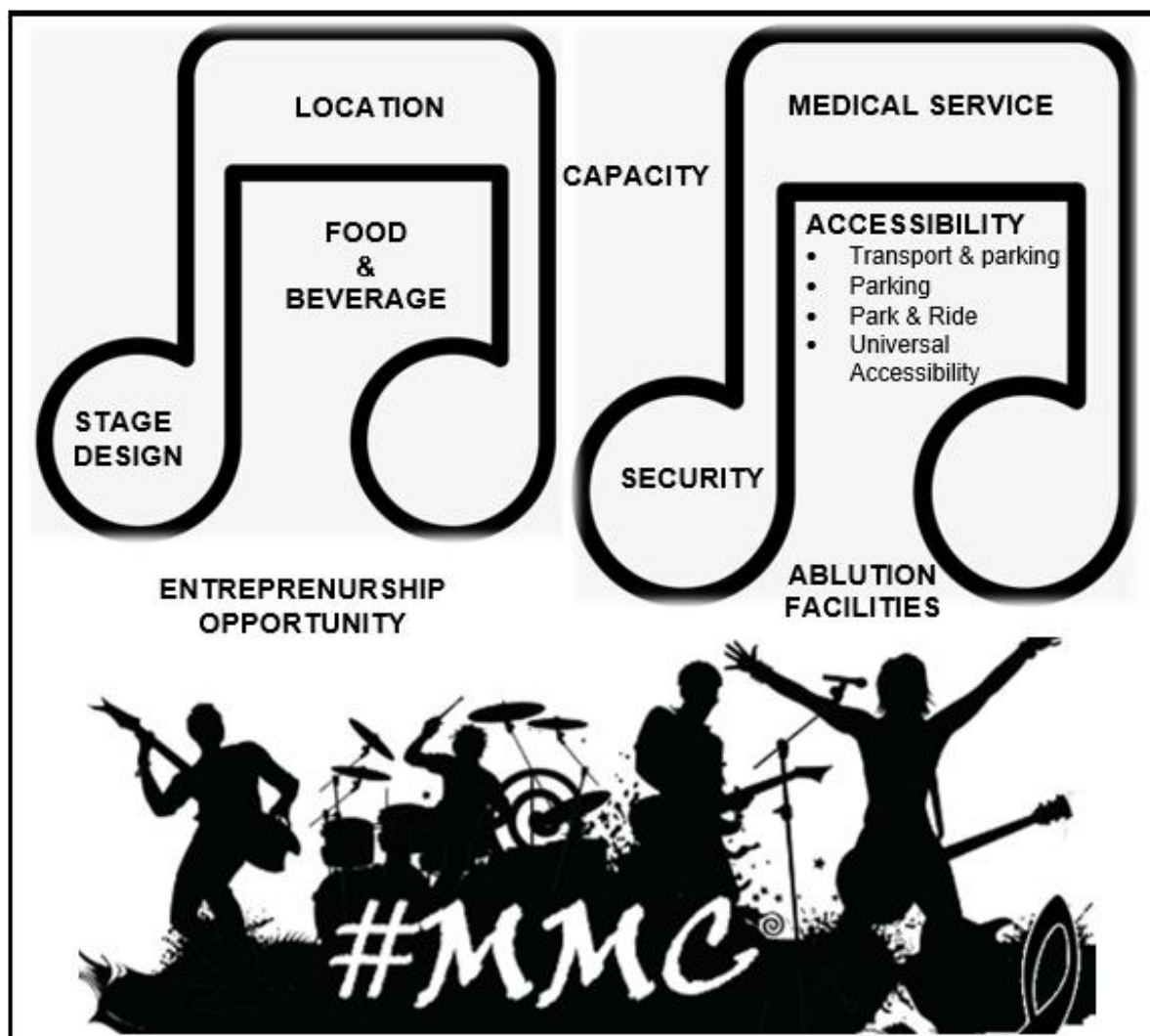
- Date and time
- Venue
- Flight and accommodation details
- Expected number of concertgoers

[10]

QUESTION 2: CONCERT VENUE

Do research and select a suitable venue for the concert in your province.

Discuss the suitability of the chosen venue. Use all the elements in the infographic below as subheadings in your discussion.



[20]

QUESTION 3: MARKETING

Design an advertisement to be used for online marketing on any social media platform for the event.

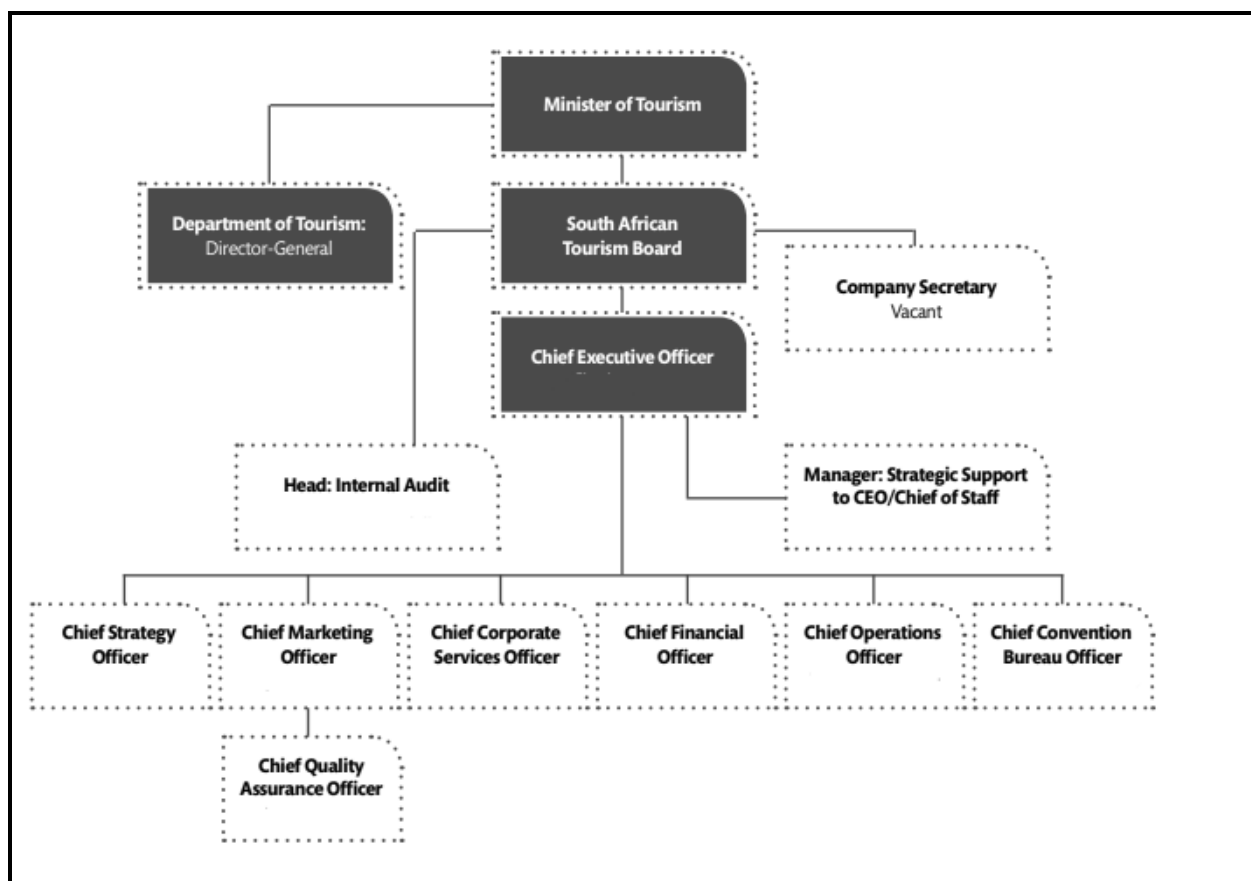
Your event should include :

- Brand image (Design your own for your event.)
- Picture of the performing artist/group
- Ticket pricing
- Booking information
- Venue/date and time

[15]**QUESTION 4: PRE-EVENT PLANNING**

For an event to be successful, detailed planning and preparation must be done prior to the event. Therefore, a master plan (roll-out plan), an organogram (staffing structure) and a risk factor analysis should be in place.

Example of an organogram – SATourism 2018:



- 4.1 Using the template (TOUR06) provided to complete the master plan for the planning of the event. Include the elements given below.

licensing rights; post-event management; staffing; booking of the venue;
 permission rights; floor plan; meetings and negotiations;
 ticket sales; advertising

(30)

- 4.2 Develop a simple organogram showing the structure of your team responsible for organising the event. (10)
- 4.3 As the main organiser you need to train your staff on possible risk factors and how they should be dealt with.

Choose any THREE scenarios below and discuss how EACH factor should be addressed to resolve the risk.

Stampede	
Financial irregularities	
Slow ticket sales	
Concertgoers slips down a flight of stairs and is injured	
Electricity failure during the event	

(15)
[55]

TOTAL PHASE 1: 100

PHASE 2

QUESTION 5: SUSTAINABILITY ROCKS

Give your Mega Music Concert a small environmental footprint.

- 5.1 A sustainable event is an event designed, organised and implemented in a way that minimises potential negative impacts and leaves a beneficial legacy for the host community and all involved.

Develop sustainable guidelines for your concert.

Re-draw the table below and provide TWO responses for each heading.

SUSTAINABILITY GUIDELINES

Litter/Plastic bottle control	
1	
2	
Conservation of energy	
3	
4	
Management of water	
5	
6	
Reduce transport carbon footprint	
7	
8	
Procurement of local goods and services	
9	
10	

(10)

- 5.2 Organising a mega event must not only leave a positive legacy for the natural environment, but must also benefit the local community.

Research local SMMEs in your province.

Identify FIVE SMMEs who will provide the following products/services and explain how community members are involved in EACH of these SMMEs.

- Food, drinks and snacks
- T-shirts and memorabilia (souvenirs)
- Security
- Ushers
- Transfers/Transport

RESOURCES

Sustainable concerts and the triple bottom line:

www.huffpost/entry/jack-johnson-greening-concert

Inhabitat.com/music-festival-and-events-can-set-the-stage-for-sustainability

(15)
[25]

QUESTION 6: CONCERT BOOKLET

At most concerts, concertgoers can buy or get a booklet that gives more information about the artist/band and the programme. It usually includes a programme page in the middle that lists the music to be played.

Create a booklet that will be available at the concert containing the following information about the artist/band:

- Biography of the artist/band
- Profile of the artist/band (What are their interests? This will assist with the development of the post-concert tour itinerary)
- Awards, accolades or highlights for the artist/band
- Greatest hits of the artist/band

Keep in mind that the design and layout of the booklet must reflect the type of concert.

[20]**QUESTION 7: POST-CONCERT TOUR ITINERARY**

After the concert the tourism authority in your province will take the artists and crew on a 3-day tour.

Develop an itinerary for the tour package of three days on behalf of the tourism authority, which will allow the artist/band and their crew to experience some of the main attractions in your province. A luxury tour bus will be used for the 3-day period. They will stay in 5-star accommodation and all meals will be provided.

Arrival day	3-day tour package			Departure day
	Day 1	Day 2	Day 3	

NOTE: The itinerary does not include the arrival or departure days.

The itinerary of the post-concert tour must be written in a paragraph format. The day to day itinerary must include a detailed description of a maximum of TWO attractions/activities per day.

[15]**QUESTION 8: BUDGET**

As part of compiling your itinerary, you are required to draw up the budget for the post-concert tour package for the tourism authority in your province.

Use the template provided (TOUR07) to compile the budget.
The budget must reflect the total price.

The budget for the 3-day tour package must include the following:

Transport: Luxury coach
Accommodation: 5-star
Meals: All meals included
Entrance fees at attractions/Cost of activities (be specific)
Cost of designing an e-leaflet for the tour
Total cost of the tour

NOTE: Costs for entrance fees and/or activities must be specific to the post-concert tour itinerary.

[20]

QUESTION 9: POST-CONCERT EVALUATION

It is very important to evaluate the success of your concert, especially if you plan on organising future events. The evaluation will help you understand what worked and what didn't work, whether you met the expectations of your concertgoers, how well your marketing efforts worked, if your budget and timeline were realistic and what you should take extra care with next time. You will improve as an events planner if you critically review your own performance.

Complete the evaluation form below by identifying FIVE challenges experienced during the planning phase and/or the actual day of the concert.

Suggest TWO recommendations for EACH of the challenges experienced.

CHALLENGES	RECOMMENDATIONS

[15]**QUESTION 10: SELF-REFLECTION**

Reflect on the skills and knowledge you acquired while completing the PAT.

Your self-reflection must be written in paragraph format (80–100 words).

[5]**TOTAL PHASE 2: 100**

ASSESSMENT INSTRUMENT

PHASE 1



Name of Learner:Grade:

QUESTION 1: COMMUNICATION

[10]

Criteria	0	1–4	5–7	8–10	T	M
Write an e-mail to the agent of the artist/band	Unable to meet any of the criteria Did not attempt to write the e-mail	Two or less of the criteria were met	Three or four of the criteria were met	All the criteria were met		

QUESTION 2: CONCERT VENUE

[20]

Criteria	0	1–5	6–10	11–15	16–20	T	M
Research on the venue	Did not attempt any research or discussions did not relate to the venue	Four or less elements relating to the venue were discussed	Five to six elements relating to the venue were discussed	Seven to nine elements relating to the venue were discussed	All the elements relating to the venue were discussed		

QUESTION 3: MARKETING**[15]**

Elements	0	1–3	4–7	8–11	12–15	T	M
Online advertise-ment	Did not attempt to design the online advertise-ment	Two or less of the elements were included in the advertise-ment	Three or less of the elements were included in the advertise-ment	Four or less of the elements were included in the advertise-ment	All the elements were included in the advertise-ment		

QUESTION 4: PRE-EVENT PLANNING**[55]****QUESTION 4.1: Master plan****(30)**

Action	0	1–9	10–15	16–18	19–23	24–30	T	M
Development of the master plan	Did not attempt to develop the master plan	Two or less of the actions were included in the master plan	Four or less of the actions were included in the master plan	Six or less of the actions were included in the master plan	Eight or less actions were included in the master plan	All actions were included in the master plan		

QUESTION 4.2: Organogram**(10)**

Criteria	0	1–4	5–7	8–10	T	M
Organogram	Did not develop an organogram	Format of an organogram is used Two or less staff members have been included	Format of an organogram is used Five or less staff members have been included Organogram not fully completed	Well-developed completed organogram with all the relevant staff included		

QUESTION 4.3: Risk factors**(15)**

Risk factors	0	1–6	7–11	12–15	T	M
Risk management	No risk factors were resolved	One or less risk factor was resolved	Two or less risk factors were resolved	All risk factors were resolved		

	T	M
TOTAL PHASE 1 (100)		

ASSESSMENT TOOL: RUBRIC

PHASE 2



Name of Learner: Grade:

QUESTION 5: SUSTAINABILITY ROCKS

Give your Mega Music Concert a small environmental footprint.

[25]

QUESTION 5.1: Sustainability guidelines

(10)

Criteria	0	1–4	5–7	8–10	T	M
Sustainable guidelines developed	Unable to meet any of the criteria Did not attempt to write sustainable guidelines	Five or less sustainable guidelines have been included according to the criteria	Six to nine sustainable guidelines have been included according to the criteria	Ten sustainable guidelines have been developed under the five headings according to the criteria		

QUESTION 5.2: SMMEs and community involvement**(15)**

Criteria	0	1–6	7–11	12–15	T	M
SMMEs and community involvement	Unable to meet any of the criteria Did not attempt the question	Two or less SMMEs identified and their community involvement explained	Three to four SMMEs identified and their community involvement explained	All the criteria were met – 5 SMMEs identified and their community involvement explained		

QUESTION 6: CONCERT BOOKLET**[20]**

Criteria	0	1–9	10–15	16–20	T	M
Concert booklet	Unable to meet any of the criteria Did not attempt the question	Only one or two elements included	Only three or four elements were included	All required information was included in a booklet format		

QUESTION 7: POST-TOUR ITINERARY**[15]**

Criteria	0	1–2	3–4	5	T	M
Day 1 itinerary	Unable to meet any of the criteria Did not attempt to write a Day 1 itinerary	General description of a maximum of two attractions/ activities Too many elements (like format, description details, meals, transport, accommodation or logical itinerary planning) are lacking	Itinerary with detailed description of a maximum of two attractions/ activities Problems with format, description details, inclusion of meals, transport and accommodation or logical itinerary planning	Day 1 itinerary in paragraph format, detailed description of a maximum of two attractions/ activities Meals, transport and accommodation included with logical itinerary planning		
Day 2 itinerary	Unable to meet any of the criteria Did not attempt to write a Day 2 itinerary	General description of a maximum of two attractions/ activities Too many elements (like format, description details, meals, transport, accommodation or logical itinerary planning) are lacking	Itinerary with detailed description of a maximum of two attractions/ activities Some problems with format, description details, inclusion of meals, transport and accommodation or logical itinerary planning	Day 2 itinerary in paragraph format, detailed description of a maximum of two attractions/ activities Meals, transport and accommodation fully included with excellent logical itinerary planning		

Day 3 itinerary	Unable to meet any of the criteria Did not attempt to write a Day 3 itinerary	General description of a maximum of two attractions/ activities Too many elements (like format, description details, meals, transport, accommodation or logical itinerary planning) are lacking	Itinerary with detailed description of a maximum of two attractions/ activities Problems with format, description details, inclusion of meals, transport and accommodation or logical itinerary planning	Day 3 itinerary in paragraph format, detailed description of a maximum of two attractions/ activities Meals, transport and accommodation included with logical itinerary planning		
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QUESTION 8: BUDGET**[20]**

Criteria	0	1–9	10–15	16–20	T	M
Budget prepared	Unable to meet any of the criteria Did not attempt the question	Two or more elements were left out Incorrect costing	All costs given but not all realistic One element was left out	All specified costs were realistic as per itinerary		

QUESTION 9: POST-CONCERT EVALUATION**[15]**

Criteria	0	1–6	7–11	12–15	T	M
Challenges identified and recommendations made	Unable to meet any of the criteria Did not attempt the question	Only one or two challenges were given and recommendations made	Three or four challenges and recommendations All challenges given but incomplete recommendations	All the criteria were met – 5 challenges were given and 2 recommendations matching each challenge were made		

QUESTION 10: SELF-REFLECTION**[5]**

Criteria	0	1–2	3–4	5	T	M
Skills and knowledge acquired	Unable to meet any of the criteria Did not attempt to write a reflection	Only one but not both types (skills and knowledge) identified	Various skills and knowledge explained	Insight into various skills and knowledge expressed		

	T	M
TOTAL PHASE 2 (100)		

TOTAL MARKS FOR 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's Declaration of Authenticity (TOUR03)
- 4.4 Teacher's Declaration of Authenticity (TOUR04)
- 4.5 Template for e-mail (TOUR05)
- 4.6 Template for the master plan (TOUR06)
- 4.7 Template for the tour budget (TOUR07)
- 4.8 Example of a PAT management plan (TOUR08)
- 4.9 Teacher guidelines on how to approach the PAT questions (TOUR09)

4.1 PAT mark sheet (TOUR01)


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 SCHOOL STAMP
&
SIGNATURE
OF
PRINCIPAL

PAT MARK SHEET (TOUR01) – 2020

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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CHECKLIST	✓ or X
School moderation	
Diagnostic analysis	
PAT management plan	
Levels of moderation	
Comments:	

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

PROVINCE	
DISTRICT	
CENTRE NAME	
TEACHER	
MODERATOR	
MODERATION DATE & LEVEL	DATE: _____ PHASE: _____ PROVINCIAL LEVEL

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 are available.			
	The teacher's marking guidelines are available.			
	Official mark sheets: Completed and signed Stamped SASAMS included	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	All learners have a mark for Phase 1 and Phase 2.			
	If there are no marks for either Phase 1 or Phase 2, valid evidence/reasons included.			
	All marks are correctly added, converted, recorded and transferred.			
	Recommended adjustment from Phase 1 moderation was effected			
	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 Converted	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
3.	MODERATION PROCESS			
	Moderation date honoured.			
	All learners' books are available as per selection.			Number of books: _____
	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 %)	

[illegible]

Date:

4.3 **Learner's Declaration of Authenticity (TOUR03)****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

4.4 **Teacher's Declaration of Authenticity (TOUR04)**
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**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 sheet are valid and fair

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

SIGNATURE: PRINCIPAL	DATE:
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SCHOOL STAMP

4.5 Template for e-mail (TOUR05)

New Message

To

Cc

Bcc |

Subject

Sans Serif ▾

TT ▾

B

I

U

A ▾

▾

Send ▾

A

4.6 **Template for the master plan (TOUR06)**

ACTION	RESPONSIBILITY (Who does it?)	TIME FRAMES (By when must it be done?)	EXECUTION (How is it done?)

4.7 Template for the tour budget (TOUR07)

TOUR BUDGET TEMPLATE (for the 3-day post-concert itinerary)

Name of Learner:

Grade 12

BUDGET FOR THE 3-DAY POST-CONCERT ITINERARY				
EXPENSES	NUMBER	PRICE	NUMBER OF DAYS	TOTAL
Transport: Luxury coach		R		R
Accommodation (5-star) B&B		R		R
Meals (Lunch and Dinner)		R		R
Entrance fees/Activities		R		R
E-leaflet		R		R
TOTAL COST OF THE TOUR				R

4.8 Example of a PAT management plan (TOUR08)

EXAMPLE OF A MANAGEMENT PLAN FOR THE COMPLETION OF THE GRADE 12 TOURISM PAT*Implementation: 2020**To be developed by each teacher and filed in the teacher's PAT portfolio at the **beginning** of the year*

Province:		LOGO OF SCHOOL HERE
District:		
Name of school:		
Name of teacher:		
Name of HOD/subject head		

ACTIVITY		APPROACH	RESPONSIBILITY
20–24 January	<ul style="list-style-type: none"> Awaiting PAT from DBE 	None	DBE
27–31 January	<ul style="list-style-type: none"> Awaiting PAT from provincial examination section PAT sent to schools 	<ul style="list-style-type: none"> Prepare a teacher's PAT portfolio 	DBE & province
3–7 February	<ul style="list-style-type: none"> Copy the required pages of the PAT for each learner Develop a PowerPoint presentation for the introduction of the PAT to learners (where possible with the video) Develop teacher resource pack Hand out PAT copies to the learners Introduce learners to the PAT Development of a management plan for the PAT according to personal timetable 	<ul style="list-style-type: none"> Teachers to copy pages 6 to 21 and forms TOUR03, TOUR05, TOUR06, TOUR07 for each learner and hand out to the learners. (Learners must sign on a class list to acknowledge receipt.) Hand out resource pack to learners. Introduce learners to the PAT with the assessment tool. (Use the PowerPoint presentation where possible.) Use AT LEAST three periods for introduction. 	Tourism teachers
10–14 February	<ul style="list-style-type: none"> Complete memorandum for selected questions Make research information available to learners 	<ul style="list-style-type: none"> Give deadlines to learners. (Place the due dates on the class notice board.) Teachers to develop a memorandum for questions and file in teacher's PAT portfolio. Devise a strategy to make research information accessible for learners, e.g. copy DVD, electronic resource pack on library computers, print information as needed, etc. 	Tourism teachers

17–20 February	<ul style="list-style-type: none"> Start with PAT Phase 1 Q1: Complete the e-mail 	<ul style="list-style-type: none"> Show learners Power Point presentation. Provide learners with the template provided (TOUR05), guide learners especially with regard to the formal business e-mail format, tone, Cc and Bcc. 	Teacher and learners
24 February–6 March	<ul style="list-style-type: none"> Q2 Research on the venue 	<ul style="list-style-type: none"> Discuss and explain each aspect of the infographic. 	Teacher and learners
9–13 March	<ul style="list-style-type: none"> Q3 Design of the online advertisement 	<ul style="list-style-type: none"> Take note that the advertisements will be designed on paper for electronic advertising. Take note that the brand image must be designed individually. Remember to include the same brand image on all information regarding #MMC hereafter. 	Learners (Teacher plays supporting role)
16–31 March	<ul style="list-style-type: none"> Q4.1 Development of the master plan 	<ul style="list-style-type: none"> Use template (TOUR06) Discuss each element of the master plan. Learners must conduct research on each aspect over the holidays. 	Teacher and learners
ACTIVITY		APPROACH	RESPONSIBILITY
1–10 April	<ul style="list-style-type: none"> Q4.2 Organogram Q4.3 Risk factors 	<ul style="list-style-type: none"> Provide learners with an example of an organogram Guide learners on the team members who would be included in the organogram. Provide learners with case study examples of previous events that showed unforeseen occurrences that impacted on events. 	Teacher & learners
16 April	Final date for submission of Phase 1	Learners to hand in completed PHASE 1 of the PAT.	Learners
20–24 April	<ul style="list-style-type: none"> Q5.1 Development of sustainable guidelines 	<ul style="list-style-type: none"> Follow guidelines given in the PAT. 	Teacher & learners
27–30 April	<ul style="list-style-type: none"> Q5.2 Research on local SMMEs 	<ul style="list-style-type: none"> Guide learners on SMMEs relevant to a music concert. Remember to identify and explain. 	Teacher & learners
4–15 May	<ul style="list-style-type: none"> Q6 Concert booklet 	<ul style="list-style-type: none"> Guide learners on the requirements for the booklet Remember to include the brand image in the booklet. 	Teacher & learners
18–29 May	<ul style="list-style-type: none"> Q7 Post-tour itinerary 	<ul style="list-style-type: none"> Guide learners on the number of days. Highlight main attractions. Do not include arrival and departure days in your itinerary. Discuss paragraph formatting with learners. 	Teacher & learners

1–5 June	<ul style="list-style-type: none"> Q8 Budget 	<ul style="list-style-type: none"> Use TOUR08 template. Guide learners on elements of a tour budget that must be included. Highlight total price to be included. 	Teacher & learners
8–12 June	<ul style="list-style-type: none"> Q9 Post-concert report 	<ul style="list-style-type: none"> Refer to the PAT guidelines. 	Teacher & learners
8–12 June	<ul style="list-style-type: none"> Q10 Reflection 	<ul style="list-style-type: none"> Paragraph format to be used. Guide learners on skills and knowledge learnt and how they can be used in the future. 	Teacher & learners
7–10 July	Final completion of PAT		Learners
13 July	Final date for submission of Phase 2	Learners to hand in completed Phase 2 of the PAT.	Teacher & learners
13 July–7 August	Marking		Teacher
21 August	Submission of PAT mark sheets to subject adviser		Subject adviser & teachers
24 August	Commencement of PAT moderation	<ul style="list-style-type: none"> Selection of candidates for moderation 	Subject adviser
14 September	PAT moderation	<ul style="list-style-type: none"> PAT moderation per school, feedback and verification of PAT marks 	Subject adviser

SIGNATURE: SUBJECT HEAD and/or HOD		SIGNATURE: PRINCIPAL	
Date:		Date:	

4.9 Teacher guidelines on how to approach the PAT questions (TOUR09)*This guideline is intended for teachers only.*

Introducing the PAT to the learners: Spend enough time on the introduction of the PAT. It is important that learners understand what the organisation of a concert entails.	
1.	Provide template TOUR05 to learners. Discuss the format of an e-mail and alert learners to include all relevant information contained in an e-mail.
2.	Teachers must discuss each element contained in the infographic with their learners. Refer to case studies used in previous events.
3.	Do not assume that all learners are aware of online advertisements and how it is used in social media. Provide learners with examples of online advertisements on music concerts.
4.1	Provide learners with template TOUR06. Guide learners through each requirement of the template and give an example. Discuss each element of the master plan.
4.2	Provide learners with examples of organograms. Discuss the purpose and hierarchy associated to an organogram. Highlight various roles of team members in organising an event of this magnitude.
5.1	Have a class discussion on sustainable practices that can be implemented at the concert venue, focussing on the five requirements of the question. Let learners brainstorm and supply examples.
5.2	Let learners differentiate between products and services. Learners must research suppliers of the products/services needed for the concert as listed in the question. Once the suppliers have been identified, learners must give reasons for choosing those particular suppliers.
6.	This question gives learners the opportunity to be very creative. In order to insert the correct information, encourage learners to research the artist/band thoroughly. Learners are allowed to cut out pictures from magazines/print from the internet to include in their booklet.
7.	Revise the paragraph format of an itinerary with the learners. Remind learners to use the interests of the artist/band (in the previous question) when deciding which attractions/activities to visit in your province.
8.	Make sure that the learners use the template provided. All costs must be realistic.
9.	Explain what 'Challenges' are pertaining to the concert. Recommendations made by learners should address the problem so they do not re-occur.
10.	This is individual work. Learners have to be specific as to what skills AND knowledge they acquired while doing the PAT.

The PAT document must be packed in the order of the questions. A neat, interesting and colourful cover page will make a good impression.

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.