



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT  
GRADES 10-12 (GENERAL)**

**SUBJECT ASSESSMENT GUIDELINES**

**TOURISM**

**JANUARY 2007**



## **PREFACE TO SUBJECT ASSESSMENT GUIDELINES**

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines published in September 2006 are intended to provide clear guidance on assessment in Grades 10 and 11 from 2007 and in Grade 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.



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## **1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 and 11 from 1 January 2007 and for Grade 12 from 2008.

Section 2 of this document provides guidelines on assessment in the National Curriculum Statement. Section 3 provides assessment guidelines that are particular to each subject.

The Department of Education will regularly publish examples of assessment tasks and examinations. The first examples will be published on the Department of Education website in October 2006.

Together, these documents assist teachers in their teaching of the National Curriculum Statement. The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## **2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT**

### **2.1 Introduction**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

## **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation where no end-of-year examination is required and the tasks undertaken during the school year account for 100% of the final assessment mark.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in



Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

### 2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year.

**Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4	4*	4	4*	16
	FAL	4	4*	4	4*	16
Life Orientation		1	1	1	2	5
Mathematics or Maths Literacy		2	2*	2	2*	8
Subject choice 1**		2	2*	2	1*	7
Subject choice 2**		2	2*	2	1*	7
Subject choice 3		2	2*	2	1*	7

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. In Life Orientation however, the tests should be written in the second and fourth terms to coincide with midyear and end-of-year examinations.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

### 2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grades 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2	2		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 2**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 3	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.

# The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grade 12 these examinations should be administered in mid-year and September. These examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. In Life Orientation however, the tests should be written in the second and third terms to coincide with midyear and trial examinations.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### 2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 where the final end-of-year examination is externally set and moderated. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally assessed or externally examined.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

Guidelines for the external examinations are provided in Section 3.

### 2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

### 3. ASSESSMENT OF TOURISM IN GRADES 10 - 12

#### 3.1 Introduction

When assessing learner performance in Tourism learners must be given sufficient opportunities to acquire the following skills:

- Map reading and interpretation skills
- Reading and interpreting distance tables and transport schedules
- Interpreting and analysis of graphs and statistics
- Identifying trends and patterns, providing reasons for the trends, identifying and predicting future trends, etc.
- Compiling a tour budget and planning a tour or itinerary
- Investigating, evaluating, reporting and communicating (written and verbal)
- Technical skills (use of equipment) and time management

In addition, learners should be assessed on their ability to display the following attitudes and values:

- Ability to work in a team or group
- Self-confidence and self-image: personal appearance and conduct and professionalism.
- Respect and tolerance for cultural diversity and different opinions or viewpoints
- Conservation of resources (tourist destinations, bio-diversity)
- Promotion of a healthy or clean and safe environment
- Pride in one's culture and country (keeping indigenous cultures pure)
- Responsibility and accountability as a tourist

Tourism is a subject with a practical component and to fully assess all the knowledge, skills and values of the subject, a Practical Assessment Tasks is necessary. The Practical Assessment Task should showcase the learners' broad range of knowledge, skills and values that have been acquired during the learning process.

Suggested weighting of Learning Outcomes in Tourism:

LEARNING OUTCOMES	GRADES 10-12
LO1: Tourism as an interrelated system	25%
LO2: Responsible and sustainable tourism	20%
LO3: Tourism geography, attractions and travel trends	35%
LO4: Customer care and communication	20%
<b>TOTAL</b>	<b>100%</b>

#### 3.2 Daily assessment in Grades 10, 11 and 12

In Tourism, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. These assessment activities should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

The learners' development should be continuously measured against the Assessment Standards to determine the learners' progress or areas of weakness as they move towards completing the formal Programme of Assessment tasks.

See Appendix 1 for examples of daily assessment tasks.

### 3.3 Assessment in Grades 10 and 11

#### 3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Tourism in Grades 10 and 11 comprises seven tasks which are internally assessed. The six tasks which are completed during the school year make up 25% of the total mark for Tourism. The seventh task is the end-of-year assessment component which includes two parts: a Practical Assessment Task and a written theory paper. Together these two parts make up the remaining 75%.

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 1 exam (midyear)</li> <li>• 3 other tasks</li> </ul>	PAT	EXAM PAPER
	25% (100 marks)	50% (200 marks)
	<ul style="list-style-type: none"> <li>• Integrated practical design and making project LO1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO1-4</li> </ul>

The table below indicates how to calculate marks for the **report card** for the first three terms.

#### Suggested weighting for Programme of Assessment for Grade 10 and 11

Annual Assessment Plan		
Term 1	Term 2	Term 3
<b>Task 1</b> Assignment      50  <b>Task 2</b> Test                50	<b>Task 3</b> Investigation    50  <b>Task 4</b> Midyear exam - Grade 10 (100) - Grade 11 (150)	<b>Task 5</b> Test                50  <b>Task 6</b> Project             50
<b>Task 7.1</b> PAT phase 1    50 Convert to 100	<b>Task 7.1</b> PAT phase 2    50 Convert to 100	<b>Task 7.1</b> PAT phase 3    50 Convert to 100

The above calculations are for the **report card marks** for the first three terms.

The following table indicates how to calculate the **promotion mark for term 4**:

<b>Programme of Assessment (400 marks)</b>			
Assessment Tasks (25%)		End-of-year Assessment (75%)	
<b>Tasks 1-6</b>		<b>Task 7.1</b>	<b>Task 7.2</b>
Test first term	50	Practical Assessment task	Written exam 200
Test third term	50	PAT phase 1 50	
Midyear exam	100	PAT phase 2 50	
Assignment first term	50	PAT phase 3 50	
Investigation second term	50		
Project third term	50		
	Convert to 100	Convert to 100	
	100	100	200
Total mark: 100 + 100 + 200 = 400			

**This mark is used as the promotion mark, and also for the report card for term 4.**

### ***Tasks***

In addition to the Practical Assessment Task, two tests and two examinations in the Grade 10 and 11 Programmes of Assessment, Tourism learners should also be assessed in three other tasks such as an assignment and an investigation.

The teacher can decide what type of assignment to use from the following list: practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies.

See Appendix 2 for examples of investigations and assignment tasks.

### ***Tests***

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration: 45 minutes
- Questions at different cognitive levels

Each task and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

<b>COGNITIVE LEVEL</b>	<b>PERCENTAGE</b>	<b>MARKS</b>
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

### ***Practical Assessment Task***

In Tourism, the Practical Assessment Task takes the form of a project and requires the development of a portfolio which consists of an accumulation of articles, samples and information developed and/or gathered to demonstrate the application of knowledge in the tourism industry. For example, Grade 10

learners could be asked to investigate a sector of the tourism industry and evaluate the services and products of this sector.

The Practical Assessment Task should be completed in the first three terms according to set due dates for each stage of the task. See Appendix 3 for details on the Practical Assessment Task.

The school must set the Practical Assessment Task in Grades 10 and 11. All four Learning Outcomes should be used to develop the Practical Assessment Task.

### 3.3.2 Examinations in Grades 10 and 11

The midyear and end-of-year examination papers should test the knowledge and skills covered in the Tourism Learning Outcomes. The format must be the same as outlined for Grade 12.

Midyear examination for Grade 10:

- 100 marks
- Duration: 1½ hours

Midyear examination for Grade 11:

- 150 marks
- Duration: 2½ hours

The following table suggests the outline for the end-of-year examinations in Grades 10 and 11.

CONTENTS		MARKS
<b>SECTION A</b>	<b>Short questions (LO1-4)</b>	40
<b>SECTION B</b>	<b>Tourism as an interrelated system</b>	40
<b>SECTION C</b>	<b>Responsible and sustainable tourism</b>	40
<b>SECTION D</b>	<b>Tourism, geography, attractions and travel trends</b>	50
<b>SECTION E</b>	<b>Customer care and communication</b>	30
<b>TOTAL</b>		<b>200</b>

### 3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Tourism and external assessment which makes up the remaining 75%. The Programme of Assessment for Tourism comprises seven tasks which are internally assessed. The external assessment component includes two parts: a Practical Assessment Task and a written theory paper. Together these two parts make up the remaining 75%. The external assessment tasks are externally set and moderated.



PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
<b>INTERNAL ASSESSMENT TASKS (100)</b>	<b>EXTERNAL TASKS (300)</b>	
<b>25%</b>	<b>75%</b>	
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 2 exams (midyear and trial)</li> <li>• 3 other tasks</li> </ul>	<b>PAT (100)</b>	<b>EXAM PAPER (200)</b>
	<b>25%</b>	<b>50%</b>
	<ul style="list-style-type: none"> <li>• Integrated design and making project LO1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam LO1-4</li> </ul>

The table below indicates how to calculate marks for the **report card** for the first three terms.

### Suggested weighting for Annual Assessment Plan for Grade 12

Annual Assessment Plan		
Term 1	Term 2	Term 3
<b>Task 1</b> Assignment 50	<b>Task 3</b> Investigation 50	<b>Task 5</b> Test 50
<b>Task 2</b> Test 50	<b>Task 4</b> Midyear exam 200	<b>Task 6</b> Project 50
		<b>Task 7</b> Trial exam 200
<b>PAT</b> PAT phase 1 50	<b>PAT</b> PAT phase 2 50	<b>PAT</b> PAT phase 3 50
Convert to 100	Convert to 100	Convert to 100

The above calculations are for the **report card marks** for the first three terms. It is not used for calculating the mark for certification purposes.

The following table indicates how to calculate the school-based assessment mark (25%) and external assessment mark (75%) for **term 4**:

Annual Assessment Plan (400 marks)		
Assessment Tasks (25%)	External Assessment (75%)	
Tasks 1-7	PAT	Exam
Test first term 50	Practical Assessment task	External written exam 200
Test third term 50	PAT phase 1 50	
Midyear exam 100	PAT phase 2 50	
Trial exam 100	PAT phase 3 50	
Assignment first term 50	Convert to 100	
Investigation second term 50		
Project third term 50		
Convert to 100		
100	100	200

Total mark: 100 + 100 + 200 = 400

**This mark is used as the certification mark, and also for the report card for term 4.**

### 3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Tourism in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests.

#### *Tasks*

The remaining three tasks should consist of different forms of assessment such as an assignment or an investigation.

#### *Tests*

The suggested outline for tests is as follows:

- Minimum of 50 marks
- Duration: 1 hour
- Questions at different cognitive levels

Each test and examination must cater for a range of cognitive levels and abilities of learners. The following is used as a guide to compile tasks and examination questions encompassing the different cognitive levels:

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

### 3.4.2 External assessment in Grade 12

The external assessment component in Grade 12 consists of the Practical Assessment Task (25%) and an externally written paper (50%).

#### 3.4.2.1 Practical Assessment Task

In Tourism, the Practical Assessment Task takes the form of a project and requires the development of a portfolio which consists of an accumulation of articles, samples and information developed and/or gathered to demonstrate the application of knowledge in the tourism industry. For example, Grade 12 learners could be asked to develop a fourteen-day tour plan of Southern Africa.

The Practical Assessment Task should be completed in the first three terms according to set due dates for each stage of the task. See Appendix 3 for details on Practical Assessment Task.

An external examiner must set the criteria for the Practical Assessment Task for Grade 12. This task, while administered and marked by the Tourism teacher, will be externally moderated. The school must set the Practical Assessment Task in Grades 10 and 11. All four Learning Outcomes should be used to develop the Practical Assessment Task.

### 3.4.2.2 Examinations in Grade 12

In Grade 12 the three-hour end-of-year examination in Tourism comprises 50% of the learner's total mark, that is 200 marks. The requirements for the external examination paper are indicated in the following table.

CONTENTS		MARKS
<b>SECTION A</b>	<b>Short questions (LO1-4)</b>	40
<b>SECTION B</b>	<b>Tourism as an interrelated system</b>	40
<b>SECTION C</b>	<b>Responsible and sustainable tourism</b>	40
<b>SECTION D</b>	<b>Tourism, geography, attractions and travel trends</b>	50
<b>SECTION E</b>	<b>Customer care and communication</b>	30
<b>TOTAL</b>		<b>200</b>

### 3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Tourism. This is subject to the requirement that a learner must achieve at least a level 3 rating (Moderate achievement: 40-49%) in at least one of the three choice subjects.

#### GRADE 10

In Grade 10 the learners should have acquired basic skills and knowledge in each of the following areas:

- Map reading and interpreting distance tables
- Simple data analysis (analyse and report on tourism arrival statistics)
- Simple details on the value of forex
- Communication skills (verbal and non-verbal)
- Ability to explore career opportunities within the industry
- Understand customers and their needs
- Promote conservation, sustainability and tourism

#### GRADE 11

In addition to the skills mentioned for Grade 10, the following must be included:

- Identify and investigate the impact of various factors or events on the industry both locally and nationally
- Interpret, analyse, calculate (e.g. graphs, data, transport timetables, maps and forex conversions)
- Understand and appreciate diversity of customers and providing excellent service
- Identify their potential role in the industry

#### GRADE 12

In addition to the skills mentioned for Grades 10 and 11, the following must be included:

- Analyse, evaluate, write reports and solve problems
- Understand and appreciate cultural diversity
- Ability to do research and form opinions and conclusions
- Apply numeracy skills - currency conversions, time zones, daylight savings
- Develop a tour plan to match different tourist profiles

### **3.6 Moderation of assessment**

All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks need to be externally moderated. The subject head for Tourism or head of department for Services at the school will generally manage this process.

## APPENDIX 1: EXAMPLES OF DAILY ASSESSMENT TASKS

### A. CLASS EXERCISE

#### Grade 10

Learning Outcome 3 Assessment Standard 1 & 2

#### Suggested steps for activity

- Provide a map of Eastern Cape to each learner or group of learners.
- Provide questions for the learners to answer with the help of a map.
- Learners study the map to establish its importance.
- Learners answer the following questions.

#### Questions

Study the map to answer the questions:

1. Where can tourists obtain a map of South Africa? (1)
2. From the following questions asked by tourists, it is evident that tourist maps are of great use to tourists:
  - What route should I follow to get to the airport?
  - How far is it to the museum I want to visit?
  - Are there some tourist attractions near my hotel?Give two reasons why maps are important to tourists. (4)
3. Use the map in Annexure 2 to identify the national route you would use to travel to Jeffrey's Bay from Cape Town? (1)
4. Determine the distance between the following destinations:
  - 4.1 Joubertina and Kareedouw (2)
  - 4.2 Graaff-Reinet and Cradock (2)
5. In what direction must a tourist who leaves Murraysburg for the Karoo Nature Reserve travel? (1)
6. Identify the route that stretches from Cape Town to Port Elizabeth via N2 and Route 62? (1)
7. Identify the popular forest national park which attracts many tourists to the Eastern Cape? (1)
8. Draw the symbol or sign that represents an airport on the map? (2)

**TOTAL: 15**

## B. CLASS EXERCISE

### GRADE 12:

Learning Outcome 3 Assessment Standard 6

Individual task

**Time:** 45 minutes – 1 hour

**Method of assessment:** Peer assessment

**Assessment tool:** Marking memorandum

**Total marks:** 30

Read the following newspaper extract carefully and then answer the questions that follow:

# Kenyan tourism on the road to recovery

GEORGE OBULUTSA

Nairobi – Kenya's tourism sector was expected to recover strongly in 2005, following an aggressive marketing campaign and a revised travel advisory from the US, top industry officials said this week.

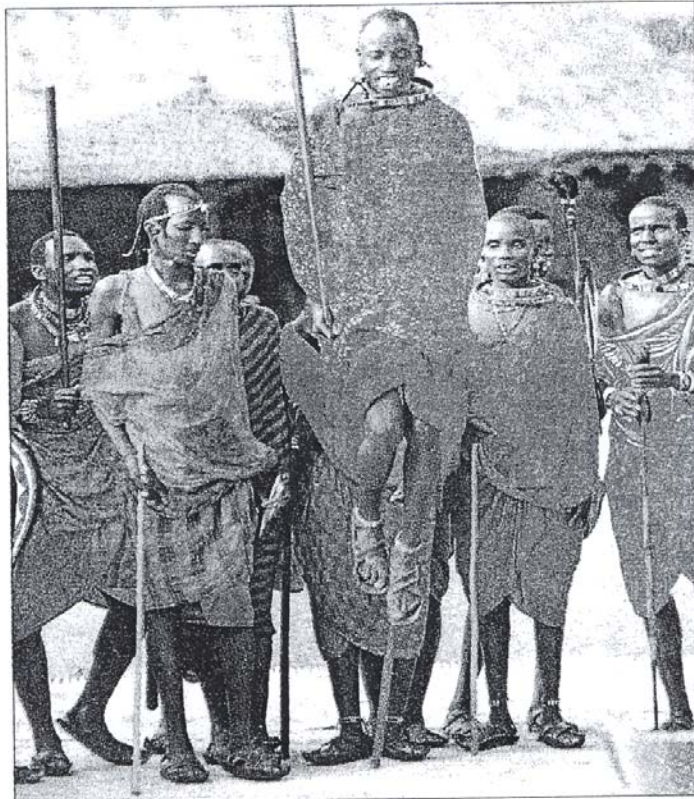
Kenya's lifeline tourism trade, one of its biggest foreign exchange earners, has suffered in recent years, particularly in the wake of deadly bombings blamed on al-Qaeda at the US embassy in 1998 and a hotel near Mombasa in 2002.

"We are projecting a continued increase, at somewhere around 25 percent higher than 2004, assuming everything stays normal and there's no external factors beyond our control," said Jake Grieves-Cook, the chairman of Kenya Tourism Board, referring to numbers of tourists arriving in the country.

In the last half of 2004, the number of tourist arrivals in Kenya spiked after the tourist board staged a 500 million shilling (R39.17 million) marketing campaign in Europe, said the board chairman.

Tourist arrivals to Kenya rose by 28 percent to 430 000 visitors in 2004. Earnings in 2004 rose by 66 percent to more than 42 billion shillings.

Grieves-Cook added that after the US revised its travel advisory at the end of May to say that travellers should be vigilant while in Kenya, rather than avoid the country, the number of Ameri-



### MAGICAL MASAI

Tribesmen display their dancing artistry for a group of tourists in this file picture. Top industry officials say Kenya's tourism sector is expected to recover strongly this year, following an aggressive marketing campaign and a revised travel advisory from the US

can tourists increased.

"Obviously if they revised it further, we would expect the increase to be even more," he said.

William Kamunge, the chairman of the Kenya Tourism Federation, said the government needed to improve its infrastructure, especially roads to key game

parks, and guarantee the security of Kenyans and visitors alike.

"It is giving us nightmares, especially the roads in Maasai Mara and Amboseli. They are backbreaking. The industry needs motorable roads, not necessarily highways," Kamunge said.

Grieves-Cook also said that Kenya needed to develop products that suited local tourists.

"We haven't done enough to develop more products that are geared to our local market. We're simply offering the same international product to the resident market." – Reuters

1. Explain the meaning of the following terms in the passage:
  - 1.1. sector
  - 1.2. foreign exchange
  - 1.3. infrastructure
  - 1.4. game parks
  - 1.5. resident market (5x2)

**(Note: You may use a dictionary to assist you but do not copy directly from the dictionary.)**

2. Explain why the number of tourists decreased in Kenya over the period 1998 to 2003 and how the factor mentioned had such a negative impact on tourist numbers. (5)
3. State **TWO** factors mentioned in the extract that have contributed to an increase in tourist numbers towards the latter half of 2004. (4)
4. State clearly why tourism is considered Kenya's lifeline. (4)
5. The Kenyan government can contribute to the increase in the number of international tourists by taking certain steps. Identify **TWO** suggestions made in the extract. (4)
6. Briefly explain how Kenya can improve its domestic (local) tourism. (3)

[30]

**Expanded opportunities:**

1. Collect data and information on Kenya's tourism. Note the progress or changes. (Visit the library, collect newspaper articles, watch the news on television or special programmes focusing on tourism, use the Internet, etc.)
2. Identify the trends in Kenya's Tourism growth – determine reasons for the particular trends.



**C. WRITTEN TASK**

**GRADE 12: CALCULATIONS OF TIME ZONES AND FOREX**

Learning Outcome 3 Assessment Standards 1, 4 and 5

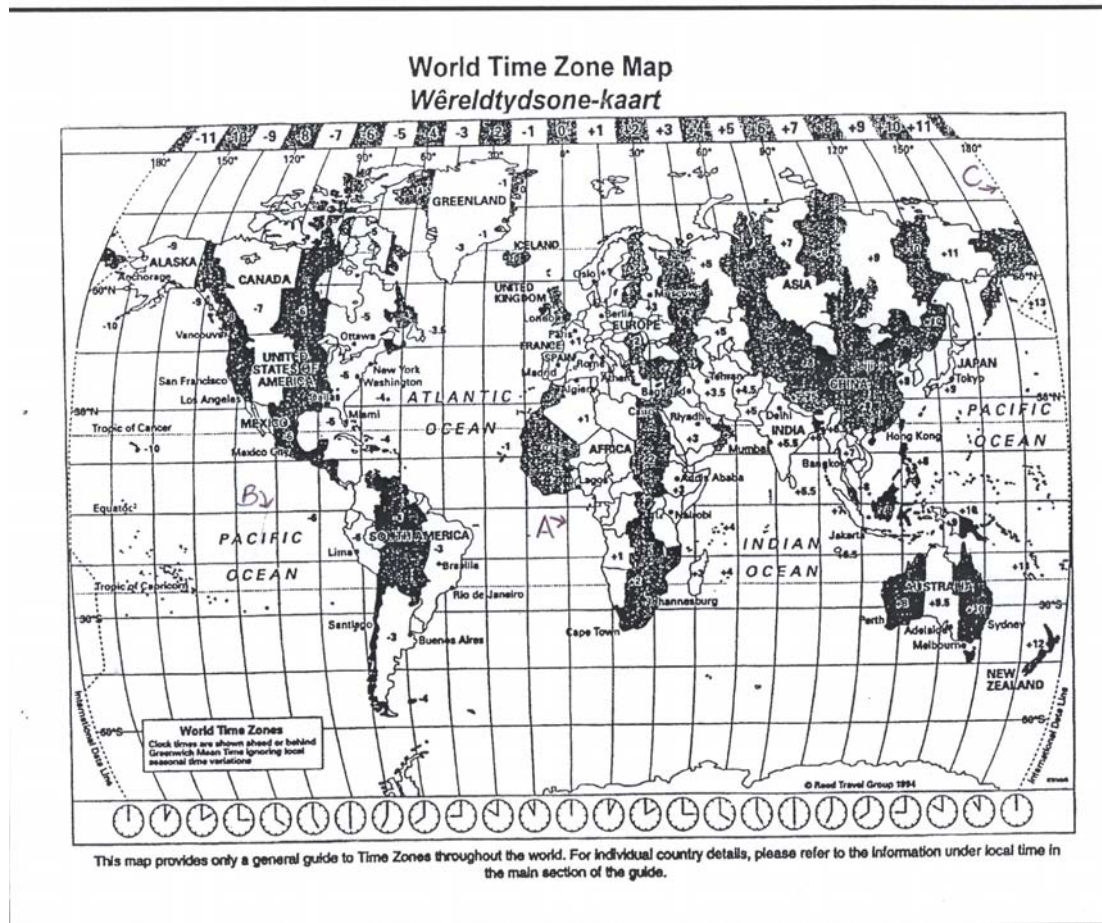
**Time:** 1 hour

**Method of assessment:** Self-assessment

**Assessment tool:** Marking memorandum

**Total marks:** 30

Use the time zone map provided to complete the following questions:

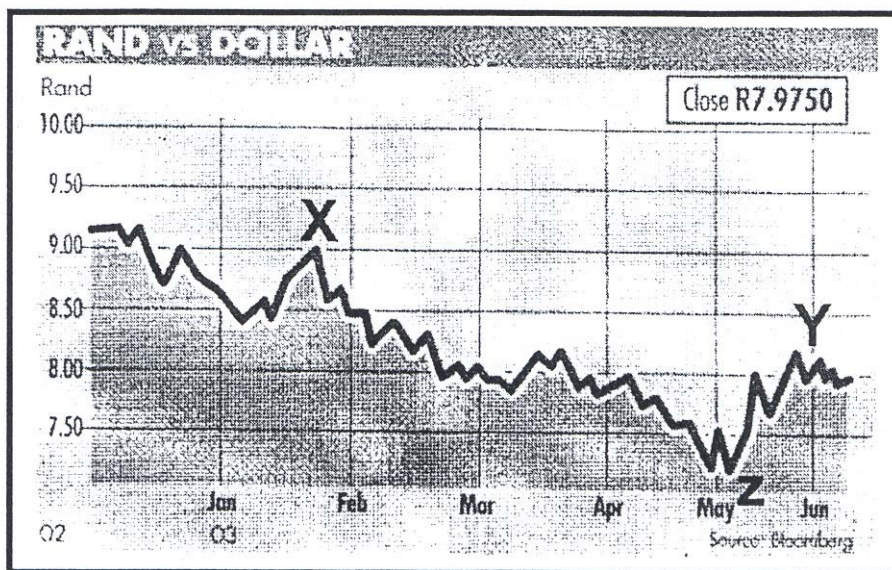


1. Match the letters A, B and C on the time zone map with the following:
  - 1.1 Equator (1)
  - 1.2 International Date Line (1)
  - 1.3 Greenwich Meridian (1)
2. Which line (A or C) divides the earth into eastern and western hemispheres? (1)
3. At what intervals are the time zones shown on the map? (2)
4. Is there a difference in the time in Johannesburg and Cairo. Explain your answer fully. (3)
5. Define the following concepts:
  - 5.1 Daylight-saving time (3)
  - 5.2 Prime meridian (3)
  - 5.3 Time zone (3)
  - 5.4 International Date Line (3)



6. A South African tourist flies from Cape Town to New Delhi in India. The flight leaves at 18:30 (SAST) and takes eight hours.
  - 6.1 Determine what time the plane will arrive in New Delhi. (3)
  - 6.2 Indicate if the plane will arrive on the same day or the next day. (2)
7. A group of Australian tourists leave Adelaide airport for a tour of South Africa. The flight leaves Adelaide Airport at 08:00 (Australian time) on Friday 24/06/2005. The flight to Johannesburg takes approximately ten hours.
  - 7.1 Determine the time the Australian tourists will arrive in South Africa. (3)
  - 7.2 Will they be in time for a one-day match that starts at 10:00 at the Wanderers on 25/06/2005? Explain your answer. (3)
8. Study the graph below and then answer the questions that follow:

**THE RAND VERSUS THE DOLLAR:**



- 8.1 State the rand/dollar exchange at:
  - 8.1.1. X (2)
  - 8.1.2. Z (2)
- 8.2 Describe the trend in the rand/dollar exchange over the period mid-May to early June. (2)
- 8.3 If you were offered the opportunity of overseas travel which period (X, Y or Z) would you choose. Explain your choice fully. (4)
- 8.4 A tourist from the United States of America wants to visit South Africa. Which of the three periods (X, Y or Z) would you recommend? Motivate your answer. (4)
- 8.5 Using the rand/dollar exchange at X:
  - 8.5.1 Convert R4 167 to dollars. (2)
  - 8.5.2 Convert \$894 to rand (2)

**TOTAL: 50**

## APPENDIX 2: EXAMPLES OF TASKS FOR THE PROGRAMME OF ASSESSMENT

### A. INVESTIGATION FOR GRADE 10

<b>TOPIC:</b>	Tourism as an interrelated system: LO 1 AS 1 Job and career opportunities in the tourism sectors: LO 1 AS 3 Customer care and communication in the tourism industry: LO 3
---------------	---

#### INSTRUCTION:

Choose one of the sectors in the tourism industry (e.g. the hospitality or conservation sector) for your project. Pay a visit to one or more of the establishments in this sector (e.g. a hotel and guesthouse or a game park). Also study information about this sector in magazines, brochures, advertisements, etc.

Collect the following information and present it in a file. Make a front page and an index.

1. The services and products offered by this sector. Link it to the type of tourists making use of these services and products. (LO1, AS1 & 2)
2. List the different job and career opportunities in the establishments that you visited. Discuss them under: Duties, qualifications required, salaries, possibilities for promotion, etc. (LO 1, AS 3)
3. Discuss the quality of service in the establishments you visited. Make recommendations to improve the quality of the service. (LO 4, AS 2)
4. Explain the various types of equipment and technology used to communicate in the establishments you visited. Focus on their use for tourism. (LO 4, AS 4)
5. Include a route map to find this establishment/s (LO 3, AS 1)
6. You may also include business cards, letterheads, fax front pages, advertisements, price lists, etc. of these establishments to illustrate how these establishment/s function and look.

#### EXAMPLE OF A MARKING TOOL: Investigating a sector in the Tourism industry

CRITERIA	ANALYSIS OF CRITERIA		MARK
Services and products	(Break-down of criteria to indicate how each mark is allocated)	25	
Types of tourists using above services and products		10	
Route map		5	
Advertisements, price lists, etc.		10	
Quality of service		10	
Proposals for improvement		10	
Equipment and technology used for communication		10	
Job and career opportunities		10	
Presentation		10	
	Total	100	

## **B. INVESTIGATION FOR GRADE 10**

<b>Topic: Exploring Heritage sites: LO 2 AS 3</b>
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### **Hints to teachers**

- Learners require ample time to complete the research.
- They should have access to resource material in the form of books, magazines, newspapers, the Internet, etc.
- Learners should be given clear instructions and detailed guidance before they start with the research.
- Research should be assessed with a rubric that includes both assessment criteria and level descriptors. See page 22 for an example of a rubric.
- Learners' progress should be monitored.

### **Instruction to learners:**

1. Do a dictionary search to find definitions of the following:
  - Heritage
  - Heritage sites

Formulate your own definition after consulting different dictionaries and books.

2. Give an explanation of the different categories of heritage sites.
3. Explain how the significance of a heritage site is determined.
4. Explain how heritage sites are registered and managed. Find out about legislation and organisations managing heritage sites.
5. Why is it important to preserve our heritage?
  - General reasons.
  - Your own opinion.

You may use pictures, newspaper- and magazine clippings, etc. to illustrate your information.

Present your research in a neat file.

The following rubric will be used to assess the task:

<b>Criteria</b>	<b>Outstanding Level 7</b>	<b>Meritorious Level 6</b>	<b>Substantial Level 5</b>	<b>Adequate Level 4</b>	<b>Moderate Level 3</b>	<b>Elementary Level 2</b>	<b>Not achieved Level 1</b>
<b>Understanding the concepts “heritage” and “heritage sites”</b>	Excellent formulation of own definitions.	Independently formulates own definitions.	Able to do independent dictionary search and rewrite the definitions.	Defines the concepts “heritage” and “heritage sites”.	Needs assistance to do dictionary search. Able to copy definitions.	Needs assistance in dictionary search and copying of definitions.	Unable to use dictionary. Not able to find and copy definitions.
<b>Exploring different categories of heritage sites.</b>	Independently explores and evaluates heritage sites from a wide variety of resources.	Explores and evaluates heritage sites, using different resources.	Able to identify and classify heritage sites from different resources.	Understands the “heritage sites” categories.	Needs assistance to identify and classify heritage sites.	Needs assistance to identify heritage sites. Unable to do classification.	Unable to identify or classify heritage sites.
<b>Determining the significance of a certain heritage site</b>	Able to provide a comprehensive evaluation and explanation on the significance of a wide range of heritage sites.	Able to provide an independent explanation on the significance of a range of heritage sites.	Able to provide an explanation on the significance of heritage sites.	Understands how the significance of heritage sites is determined.	Demonstrates limited understanding of the significance of heritage sites.	Demonstrates very limited understanding of the significance of heritage sites.	No understanding of the significance of heritage sites.
<b>Registering and managing of heritage sites</b>	Able to give comprehensive explanation of registration and managing of heritage sites. Provides good examples of organisations responsible for the managing of heritage sites.	Able to give explanation of registration and managing of heritage sites. Provides some examples of organisations responsible for the managing of heritage sites.	Understands the registration. Able to explain which organisations are responsible for the managing of heritage sites.	Understands the registration and basic managing of a heritage site.	Demonstrates limited understanding of the registration and basic managing of a heritage site.	Demonstrates very limited understanding of the registration and basic managing of a heritage site.	No understanding of the registration and basic managing of a heritage site.
<b>Importance of preserving heritage sites</b>	Able to evaluate and make recommendations concerning the importance of preserving heritage sites.	Able to provide an explanation on the importance of preserving heritage sites, and makes some recommendations.	Able to provide an explanation on the importance of preserving heritage sites.	Can explain the importance of preserving heritage sites.	Gives limited explanation on the importance of preserving heritage sites.	Gives very limited explanation on the importance of preserving heritage sites.	Unable to give explanation on the importance of preserving heritage sites.
<b>Presentation</b>	Outstanding.	Meritorious.	Substantial.	Adequate.	Moderate	Elementary.	Not acceptable.

## C. ASSIGNMENT FOR GRADE 11

### FIELD TRIP

Learning Outcome 2 Assessment Standards 1, 2 and 3

**Learners work in pairs or groups**

**Time:** 2-3 weeks

**Method of assessment:** Teacher assessment

**Assessment tool:** Checklist

**Recording tool:** Mark sheet

**Total marks:** 50

Identify an area, site or destination in your community that has historical, cultural or environmental significance, for example a church, temple, mosque, school, burial or memorial site, battle site or a local area that has scenic or natural beauty or biodiversity.

You wish to promote this as a tourist destination so that jobs can be created for the local community. Complete a research project on this site or destination.

- Read up on this site at your local library.
- The elderly in your community (grandparents, etc.) can be great resources.
  - Interview them – draw up a list of questions that you will ask them.
  - Your local municipality, church etc. might have records of this site.
- Pay your local municipal offices a visit. Ask for any information that people might have on this site.
- Design a brochure or pamphlet promoting this destination in your product. Your pamphlet or brochure should contain the following:
  1. Attractive or creative cover page with an interesting heading or caption
  2. Background of the site or destination – an explanation of why it is worthwhile to visit this place
  3. An outline of what is offered in terms of: meals or snacks, accommodation or any other activities like talks or slide presentation, hiking or nature trails.
  4. The cost and fees, contact details, etc.
  5. Simple map, visuals or drawings of the area
  6. Activities in the community
  7. A list of the steps being taken to preserve this destination or site.

### Note:

1. Learners may work in pairs or in groups.
2. Learners must present their site as a tourist destination to the class.
3. Learners can display posters of their destinations. After the presentations, learners can inspect the posters.
4. Peers can assess the poster:
  - Is the poster creative?
  - Does the poster have a suitable heading and sub headings?
  - Does the poster impact on the reader immediately?
  - Does it contain sufficient, interesting details?
  - Are the interesting facts or essentials highlighted?
  - Are the contact details provided?

## **APPENDIX 3: EXAMPLES OF PRACTICAL ASSESSMENT TASKS**

The examples provided of Practical Assessment Tasks are merely a proposal of how these tasks can be structured.

### **A. PRACTICAL ASSESSMENT TASK FOR GRADE 10**

#### **THE ACCOMMODATION SECTOR (10.1.1, 10.1.2, 10.3.1, 10.4.4 and extension work)**

Note: Teachers could also use other variations by making use of other sectors.

Learners choose a type of accommodation, e.g. guesthouse

#### **PHASE 1 (50)**

##### **1. Choose a guesthouse your neighbourhood. (10)**

- Do research on guesthouses in general and compare them with other accommodation such as hotels.
- Prepare a written summary on above-mentioned research (about 1 page).

##### **2. Investigate the type of tourists making use of guesthouses. (10)**

Include the following information

- What type of tourist makes use of a guesthouse?
- How do these tourists travel?
- What facilities and services do they expect?
- Average age profile
- Why do they prefer guesthouses?

Prepare a questionnaire and interview someone who has already stayed at a guesthouse

##### **3. Pay a visit to the guesthouse with a questionnaire to capture the following information: (30)**

General:

- Name of guesthouse
- Address
- Type of guesthouse

Services provided:

- Number of rooms
- En suite?
- Breakfast
- Other meals
- Transport / transfer to and from airport
- Safe parking
- Television / satellite dish
- Swimming pool
- Internet connection

Relationship with other sectors and sub-sectors in the tourism industry

- Travel agents
- Transport
- Bus companies
- Attractions – eco, entertainment, relaxation, restaurants
- Tour operators

Payment

- Deposit
- Credit card facilities
- Internet payment

Means of Communication

- Fax
- E-mail
- Telephone
- Cell phone reception

Method of marketing

- Internet
- Brochures
- Advertisements

Training

- Manager's training
- Staff training
- Job opportunities

## **PHASE 2 (50)**

### **4. Compile a brochure to promote this guesthouse.**

The brochure should include the following:

- Name of guesthouse
- Address
- Type of guesthouse
- Location – include a map

Services provided, including costs where applicable

- Number of rooms
- En suite?
- Television / satellite dish
- Breakfast (give example of a menu)
- Other meals
- Transport
- Safe parking
- Swimming pool
- Internet communication

- Nearby attractions, e.g. eco-tourism, entertainment, relaxation, restaurants, etc (Summary of at least 4 attractions. Map and distance tables to indicate location of attractions from guesthouse)

Means of communication

- Fax
- E-mail
- Telephone

### **PHASE 3 (50)**

#### **5. Plan a short day-by-day itinerary (4 days) for guests from another province who are staying at this guesthouse:**

Indicate the following on the itinerary:

Client's profile

- Type of guests:
- 2 eco-tourists – a married couple, both 50 years old
- Wish to experience .....and..... together. (Put in attractions in the local neighbourhood, e.g. nature and sea)

Transport

- Type of transport
- Arrival and departure times
- Transport from and back to the airport
- Transport to attractions
- Cost
- Routes
- Distance tables

Payment

- How?
- When?

Attractions visited during this period: (example for guesthouse in Cape Town. Replace with 5 examples in own neighbourhood)

- Kirstenbosch
- Table Mountain
- Cape Point
- Hermanus
- Langebaan
- Routes – physical obstacles, mountain passes, hiking routes

Meals

- Where
- Sub-sectors involved



- Costs

Example of the suggested assessment tool for each of the activities contained in the Practical Assessment Task:

**1. Research on guesthouses and comparison with other types of accommodation:**

<b>LEVEL 1</b>	The learner's comparison of different types of accommodation with his/her choice is totally <b>or</b> to a great extent irrelevant.	<b>0 – 3 marks</b>
<b>LEVEL 2</b>	The learner has compared his/her choice with other types of accommodation and handed in a basic summary of his/her choice of accommodation. The summary shows that the learner has a basic knowledge of his/her choice compared to other types of accommodation.	<b>4 – 6 marks</b>
<b>LEVEL 3</b>	The learner has handed in a detailed summary with a logical, clear and valid comparison of his/her choice of accommodation with other types of accommodation. The summary shows clearly the learner's understanding of the accommodation sector.	<b>7 – 10 marks</b>
	<b>Total 10</b>	

**2. Research on types of tourists preferring guesthouses as accommodation**

<b>CRITERIA</b>	<b>0</b>	<b>1</b>	<b>2</b>
What type of tourist makes use of guesthouses?			
How do these tourists travel?			
What is the purpose of their visit?			
Average age profile of tourist?			
Why do they prefer guesthouses?			
<b>Total 10</b>			

**3. Questionnaire on guesthouse**

<b>CRITERIA</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
The quality of the questionnaire (name, address, type of accommodation)				
Address the services provided by accommodation				
Interaction of sub-sectors (travel agent, transport etc)				
Shows the link between the questionnaire and attractions				
Payment methods				
Means of communication with a client				
Marketing of the guesthouse				
Address the training of staff				
Job opportunities in the guesthouse				
Presentation of questionnaire – relating to the type of accommodation				
<b>TOTAL 30</b>				

#### 4. Brochure - Guesthouse

CRITERIA	ANALYSIS OF CRITERIA (Teacher to complete)		MARK
Name, address, type of guesthouse.		5	
Map indicating location		10	
Information about rooms (type, television, telephone, etc)		10	
Information about breakfast and other meals		10	
Information about transport, parking and other facilities, e.g. swimming pool		10	
Information about attraction 1		5	
Information about attraction 2		5	
Information about attraction 3		5	
Information about attraction 4		5	
Means of communication in the guesthouse		5	
Drawings / illustrations: All the illustrations, photos, drawings, graphics enhance the purpose of the brochure		10	
Design, layout and Creativity:	Overall design, use of colour, etc. supports the message the brochure wants to convey and the creativity of the learner is evident.	20	
		<b>100</b>	

#### 5. Itinerary

CRITERIA	ANALYSIS OF CRITERIA (teacher to complete)		MARK
Client's profile	Names, age, type of tourists, their needs	8	
Transport: types		6	
Arrival and departure times		4	
Transport to and from airport		4	
Transport to attractions		6	
Transport costs		6	
Routes		8	
Distance tables		8	
Payment: How		4	
When		4	
Attraction 1		6	
Attraction 2		6	
Attraction 3		6	
Attraction 4		6	
Attraction 5		6	
Meals: Where		4	
Sub-sectors		4	
Costs		4	
		<b>100</b>	

## B. PRACTICAL ASSESSMENT TASK FOR GRADE 11

### HOSTING A GLOBAL EVENT

(LO 10.2.3, 11.2.1, 11.2.2, 11.2.3, 11.3.6, 11.4.5 as well as extension work)

According to Ali Bacher the last cricket world cup staged in South Africa attracted 18500 visitors to the country and brought in about R1 billion. The organizers of the soccer world cup expect 400 000 people to visit the country for the event and the television audience is estimated at 3 billion viewers. A great marketing opportunity!

Besides the prospect of job opportunities, the entire region will benefit through tourism and increased optimism that could lead to future investment.

**Scenario:** According to this information **your province** decides to host a global event for example, the Tourism Indaba.

#### PHASE 1 (50)

You are designated to do the research for hosting this global event, and report on the following:

SECTORS	LIST THE DIFFERENT TYPES AVAILABLE IN EACH SECTOR	EXPLAIN AND GIVE EXAMPLES OF HOW THE LOCAL COMMUNITY CAN GET INVOLVED IN EACH SECTOR
Accommodation		
Transport		
Attractions		
Support services		
Infrastructure		
Accessibility: Routes (Mention national and provincial routes, also comment on the condition)		
Gateways e.g. airports, border posts, harbours etc.		

## **PHASE 2 (50)**

### **ACTIVITY 1:**

You are a member of the marketing team delegated to market this event.

1. Design a letterhead and fax template.
2. Select any two other promotion materials from the list below and develop the marketing promotion materials:

- Logo
- Billboard
- Mascot
- Business card

### **ACTIVITY 2:**

The delegations from the SADC countries want to visit South Africa to attend planning sessions for the Tourism Indaba. You are a travel agent. They have asked you to compile a 7-day itinerary. You must do the following research before compiling the Itinerary.

- Types of transport available in the area (at least three)
- Recommend the different types of accommodation facilities available. Indicate the services offered by each type. (At least five)
- Name the World Heritage sites in this province
- Visit three tourist attractions in the province. Include natural/cultural and man-made attractions. Indicate the type of attraction, and the reason the delegates should visit this attraction.
- Provide a tourism information package including the following:
  - Tourist map
  - Information on safety
  - Information on climate and clothing
  - Health precautions
  - Information on the World heritage sites
  - Information on the attractions to be visited

### **ACTIVITY 3:**

Confirm the bookings and arrangements with an appropriate method of communication. Make use of a Fax or letter for the booking of the accommodation. (Refer to phase 2; activity 1)

**PHASE 3 (50)**

The local community thinks that the Tourism Indaba will have a negative impact on the local environment. They hand in a written complaint.

- Explain the procedures to be followed to respond to this complaint.
- Write a press release for the local newspaper. Comment on
  - The implementation plan to upgrade and maintain the local environment
  - Explain the benefits of the event for the hosting community.

**Marking tool****PHASE 1**

<b>SECTORS</b>	<b>LIST THE DIFFERENT TYPES AVAILABLE</b>	<b>EXPLAIN AND GIVE EXAMPLES OF HOW THE LOCAL COMMUNITY CAN GET INVOLVED IN EACH SECTOR</b>
Accommodation	4 types (1 mark each) (4)	2 examples of community involvement in each (1 mark each) (8)
Transport	List 3 different types – (1 mark each). (3)	3 examples (1 mark each) (3)
Attractions	1 x Man – made 1 x Natural Attraction 1 x Socio cultural (1 mark each) (3)	2 examples each (1 mark each) (6)
Support services available	Name 3 services e.g. (1 mark for each) (3)	3 examples (1 mark each) (3)
Infrastructure	Name three examples e.g. electricity, roads, clinics etc. (3)	1 example of community involvement in each (1 mark each) (3)
<b>ACCESSIBILITY</b>		
Routes (Mention national and provincial routes, also comment on the condition)	Name at least three different routes running in and out of town. (3)  Comment on the following: 1. Types of roads (3) 2. Condition (3)	
Gateways e.g. Airports, border posts, harbours etc.	Name at least 1 gateway (except for routes) that gives access to the province (1) Describe the location of this gateway. (1)	

**[50]**

## C. PRACTICAL ASSESSMENT TASK FOR GRADE 12

### PLAN A 14-DAY TOUR OF SOUTHERN AFRICA

(LO 10.1.1, 10.1.2, 10.3.1, 10.4.4, 11.3.2, 11.3.3, 11.3.5, 11.4.5, 12.3.1, 12.3.2, 12.3.3, 12.3.5, 12.4.1, 12.4.5)

#### INSTRUCTION:

1. Gather information on tourist destinations of at least 2 countries outside of South Africa (SADC) and one province inside South Africa. Focus on outbound South African tourists
2. Specify the type of tourist involved and determine the needs and preferences of the tourists.
3. Evaluate the potential of the destinations, attractions and facilities in relation to the needs, expectations, experiences and budget of your chosen type of tourists.
4. Interpret regulations and laws governing outbound travel with regard to foreign exchange, to be able to advise the customers on different forms of foreign exchange and apply foreign exchange rules.

Plan a 14-day Southern African tour for **four tourists to three destinations** with two destinations outside of South Africa and one destination within South Africa making sure to incorporate the following in your final tour plan:

- Include a realistic travel budget.
- Apply map-reading skills to assist in planning.

1. Write up a client profile identifying the type of tourist you are going to gear your tour towards (e.g. bird watchers, cultural tourists, adventure tourists).
2. Roughly plan your tour, selecting destinations, attractions, transport and accommodation you feel will best meet the needs of your type of tourist.
3. Write up a general itinerary, using the following guidelines:
  - All itineraries have a heading
  - Each day is set out separately
  - Each day is numbered and dated.
  - Each day begins with a heading – usually place to place
  - Each day's journey or activities are described briefly
  - Each day ends with an accommodation summary
  - Each day ends with a summary of included meals, abbreviated in brackets (general only)
4. Provide a map of the route to be taken by tourists following your itinerary.
5. Plan a tour budget, using the following sub-headings: Accommodation, transport, meals, entertainment, other. Remember to include proof of your costs. (Price lists, advertisements, etc.)
6. Write a letter confirming accommodation arrangements and costs.

Write a fax or e-mail confirming transport arrangements and costs.

7. Produce an information booklet to give details to tourists using your itinerary on the following:
  - passport and visa details,
  - Forex arrangements, time changes,
  - health and safety precautions,
  - climate and clothing needed.
  
8. Suggest travel insurance, which is appropriate, including rates and benefits.

**EXAMPLE OF A MARKING TOOL: Planning of a tour**

CRITERIA	ANALYSIS OF CRITERIA Break-down of criteria to indicate how each mark is allocated	MARK
Introduction / cover page		2
Table of content		2
Page layout, including page numbers		3
Client's profiles	4 clients	8
Route map	Gateways, towns, locations of accommodation, attractions, etc.	8
Day-by-day itinerary		28
Travel budget (per destination)	Accommodation, transport, meals, entertainment, other. Include proof of costs, e.g. advertisements, price lists, etc.	16
Attraction information	Location, type, costs, etc.	10
Accommodation list	Type, name, dates, rates, etc.	8
Letter to confirm accommodation	Confirmation of booking (Letter / fax / email)	2
Accommodation map	Town with lodge, etc.	8
Transport timetables	Flights, buses, trains, etc.	4
Transport fares		6
Hired transport		6
Transport luggage regulations		3
Types & examples of travel insurance		4
Forex arrangements	Types, exchange rates, allowances, etc.	4
Passports	Requirements and examples	4
Visas	Requirements and examples for all destinations	4
Time differences	Explanations on time zone map	4
Health and safety precautions	Health regulations, warnings and advice for all destinations	4
Cultural aspects	For all destinations	8
Climate and clothing	For all destinations	4
Total		150